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ABSTRACT

This supplement provides quick help and brief guidelines for evaluating and selecting materials for a school-based information service of Career Resource Center. First, it offers suggestions for selecting and organizing material about career topics such as occupations, educational and training opportunities, employability skills, counseling techniques, and individual and group activities. Second, it provides a review of implementation materials keyed by grade level and appropriate guidance objectives. And third, it presents a listing of needs assessment and evaluation materials. (Author/BP)

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WISCONSIN CAREER GUIDANCE RESOURCE MANUAL

VOLUME NO. 1

1977-1978

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Wisconsin Department of Public Instruction / Barbara Thompson, Ph.D., State Superintendent

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ABOUT THE PUBLICATION

The *Wisconsin Career Guidance Model* and the accompanying *Wisconsin Career Guidance Resource Manual, Volume No. 1, 1977-1978* have been designed to assist school counselors and other school and community personnel in the organization and implementation of developmental programs in career guidance and career education. The publications are, therefore, dedicated to help facilitate the effective career development of young people and adults in our communities.

Users of those publications are requested to communicate with the WDPI regarding experiences with the materials. Additional volumes of the *Wisconsin Career Guidance Resource Manual* are planned. Recommended materials for inclusion in such publications are solicited from users.

WISCONSIN CAREER GUIDANCE RESOURCE MANUAL

Volume No. 1

1977 - 1978

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Evaluation of Resource Materials*

A school-based information service and/or "career resource center" provides various materials for the users. Materials and resources answering questions and giving information about career topics, e.g., occupations, educational and training opportunities, employability skills, counseling techniques, and individual and group activities, need to be identified, evaluated, collected, and filed. This supplement is designed to provide quick, brief helps and guidelines for evaluating and selecting these resource materials.

Establish a Plan

Information is not useful in the same way for everyone—information which has relevance to one person may have no relevance to another person. Likewise, information which applies to the nation or to large urban areas may have no application to a specific rural area. Because of these different needs, one must establish a plan or focus before gathering information resources. This will help limit the selection of information and materials to those more appropriate and useful. The questions which guide the formation of such a plan are:

- ☆ Who will be using the information being collected?
- ☆ What kinds of information will they need?
- ☆ From what sources can this information be acquired?
- ☆ What procedures should be established for the use of the information and materials?

Determine Clientele and Type of Information Needed

A decision should be made early in the planning phase of who should benefit from such an organized collection of information and materials. The three most likely groups of people to be served by a school-based information service or a "career resource center" are:

- ☆ Students of the school who will use occupational, educational, and personal-social information when making career related decisions.
- ☆ Guidance personnel—which may include counselors, school placement coordinators, or school social workers—who use individual student data and knowledge of the environment in providing assistance to student clientele.
- ☆ Instructional staff who use career information in preparing courses or in dispensing career information to students.

Other groups of people who might wish to use this collection of career related information are school administrators, parents of students, and former graduates of the school. As students will most likely be the major population working with career materials, the core and basic structure of the information services or "career resource center" should cater to their needs, demands, and use. This would include materials and resources necessary for educators to assist the students in their career awareness and development.

Information Categories

In the career planning activity of students, three categories of information are considered most useful and significant. Norris, et al. (1972), have suggested that these categories reflect the major life activities affecting youth: occupational, educational, and personal-social. They define these categories as follows:

- ☆ Occupational information is valid and usable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.
- ☆ Educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance, and conditions and problems of student life.
- ☆ Social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations. It is that information about human

*Developed by John Hartz and Sue Kosmo, Wisconsin Vocational Studies Center, University of Wisconsin-Madison.

beings which will help a student to understand himself better and to improve his relations with others. Included but not constituting the whole, are such broad areas of information as "understanding self" and "getting along with others," as well as such specific areas as boy-girl relations, manners and etiquette, leisure-time activities, personal appearance, social skills, home and family relationships, financial planning, and healthful living (pp. 28-30).

Career Counseling and Placement Program Goals

A close and c eful look must be given to the goals and objectives of the career counseling and placement program(s) operating in the school. From these identified goals and objectives, information needs can be determined. This focusing process is simple: identify what goal is to be accomplished, then determine what is needed to achieve the desired goal. Locating sources of information is aided by a similar process. By first determining exactly what is needed, a more selective search for information sources can be used. In other words, the search for information can be based upon a *problem solving technique*.

There are several advantages to using this technique for acquiring information: only useful, relevant information will be sought, and the technique emphasizes a *process* of obtaining information as well as the content of information. A mere collection of information is not inherently useful. Sources of information which have *not* been identified are also not useful. Therefore, *how* information is acquired is as important as what information is acquired. (NOTE: Gathering information should not be solely a staff activity. Students should become competent in obtaining information relative to their own planning and decision making.)

Criteria for Selection of Materials

Before exploring sources of informational materials, one should be familiar with criteria for reviewing and selecting materials. Several guides have been established to serve as cr eria for the selection of career information materials. These guidelines should be considered when materials are reviewed or considered for inclusion in the information service or "career resource center" materials. It must be emphasized that assessment criteria are dependent upon local and personal *use* needs. A sam le of these guides follow.

Isaacson (1974) suggests items which should be considered before the collection process is undertaken:

- ☆ The group that will make major use of the materials
- ☆ The nature of the com unity
- ☆ The taff that will utilize t e materials
- ☆ How the materials will be used
- ☆ Existing materials already available
- ☆ Auxiliary local resources
- ☆ Funds available (pp. 404-407).

In addition, Isaacson states that each acquisition should also be measured against the following criteria:

- ☆ Accuracy
- ☆ Currency
- ☆ Usability
- ☆ Reader appeal
- ☆ Thoroughness (pp. 411-419).

Norrie et al. (1972) lists "General Criteria for Selecting the Materials":

- ☆ Materials should be accurate
- ☆ Materials should be representative
- ☆ Materials should represent the interests of those who will use them
- ☆ Materials should be attractive in appearance
- ☆ Materials should be adapted to the abilities of the student body
- ☆ Materials should represent the needs and desires of the staff
- ☆ The cost of materials should be an important consideration
- ☆ Occupational materials should cover entry fields thoroughly
- ☆ Materials should be up-to-date (pp. 376-379).

Hoppock (1967) suggests assessing resources through five basic questions: When? Where? Who? Why? How? Resources need to be appraised for the timeliness of the information provided, the source and geographical limitations of the evidence, the credibility of the source and authorship, the purpose(s) intended, and how the information was collected and is presented (pp. 44-50).

These guidelines are basic and can be applied to most of the materials you will encounter. In addition to these and similar criteria, catalogs, directories, and bibliographies have been published which review, rate, and/or catagorize available career education materials. These catalogs or listings will be most helpful to you as you search for the materials most useful to your school.

Examples of Resources for Evaluating Materials

Additional sources for the evaluation of materials include the following:

NVGA, Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips and Printed Materials. National Vocational and Guidance Association, Washington, D.C., (1971)

Guidelines and criteria are presented for the development of career information media. While intended primarily for persons engaged in the production of media, the guidelines are also useful to those selecting and using career information media.

NVGA Bibliography: Current Career Information. A. Frietag, Editor. National Vocational Guidance Association, Washington, D.C., (1973).

Provides a compilation of career information publications and films that have been reviewed and rated according to standards established by the NVGA.

Occupational Literature: An Annotated Bibliography. Gertrude Forrester. The H. W. Wilson Company, New York, (1971).

Resource guide identifying selected sources of occupational materials for students and counselors. Criteria for selection included content, authenticity, recency, unique information, cost, and readability.

Review and Analysis of Sources of Occupational Information for Career Education (Information Series No. 89, VT 020 342). Kenneth D. Hills. ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, Ohio 43210, (1973).

Publication prepared to help the classroom teacher in identifying and assessing the various types and sources of occupational information available from government agencies, publishers, organizations, schools, and other sources.

Vocational Guidance Quarterly. National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

A professional journal concerned with the role of work in people's lives. Included are current career films and current career literature listings on recently published materials. Information includes names, source, cost and classifies and rates material according to NVGA standards.

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036.

A quarterly annotated bibliography which reviews publications and resources of educational and vocational guidance information.

"Counselor's Check-Up List." ***Counselor's Information Service*** Special Supplement, Vol. 28, No. 4, December 1973. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036.

A revised check-up list designed to assist counselors in keeping up-to-date with selected guidance materials. The wide range of materials dealing with educational and vocational information were selected based on opinions of a number of counselors working in a wide variety of settings. The list is designed to serve as a consolidation of some of the more important items the counselors may wish to explore.

(NOTE: Some of the preceding resources may cite materials which are no longer available due to revisions in materials or the fact that they are no longer in print. The resources, however, still are valuable guides in suggesting many excellent materials which are still available.)

Self-Evaluation Materials

In working with persons of all ages, it is often necessary for teachers and counselors to assist the student in assessing his/her abilities, interests, and priorities. Many materials are readily available which can aid the student to better see and understand his/her self. In addition to the various tests and interest inventories available, many materials have been developed which can be easily used and understood by students in an unstructured environment.

The following list includes several self-evaluation resources and workbooks which are currently utilized in career education, career guidance, and placement programs. The list is ***not*** intended to be inclusive ***nor*** are the following materials specifically recommended. They have been selected as a sample of the materials available today and should be reviewed and evaluated before adoption. These resources generally follow a workbook format and are self-administered.

Career Work Book (supplement to ***Career Planning — Search For a Future***).

Gerald Cosgrave. Guidance Centre Faculty of Education, University of Toronto, Toronto, Ontario (1973).

Deciding (companion to ***Deciding: A Leader's Guide***).

H.B. Gelatt, Barbara Varenhorst and Richard Carey. College Entrance Examination Board, New York, New York (1972).

Decisions and Outcomes (companion to ***Decisions and Outcomes: A Leader's Guide***).

H.B. Gelatt, Barbara Varenhorst, Richard Carey and Gordon P. Miller. College Entrance Examination Board, New York, New York (1973).

Student Workbook in Career Development (companion to *Teacher's Guide for a Student Workbook in Career Development*).

E. H. Fillmore. Occupational Awareness, P. O. Box 5098. Los Angeles, California 90005 (1973).

JOB-O (Judgment of Occupational Behavior — Orientation).

Career Materials, P. O. Box 4, Belmont, California 94002 (1976).

The Quick Job-Hunting Map.

Richard N. Bolles. Ten Speed Press, Box 7123, Berkeley, California 94707 (1975).

The Career Planning Workbook.

Esther E. Diamond. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 (n.d.)

The Art of Developing a Career (A Helper's Guide).

Theodore W. Friel and Robert R. Carkhuff. Human Resource Development Press, Box 222, Amherst, Massachusetts 01002 (1974).

The Self Directed Search.

John Holland. Consulting Psychologists Press, Palo Alto, California 94300 (1970).

Career Guidance Implementation Materials* User Instructions

An ERIC search and review of documents obtained from the Instructional Materials Center, the Wisconsin Vocational Studies Center, and various state departments of public instruction resulted in placing 571 entries in the ***Career Guidance Resource Manual***. Although comprehensive, the ***Manual*** is not all-inclusive. Each entry is identifiable by title and some include a brief description. A designation is made in parentheses as to the suggested grade levels or if material is for use with staff; the media is designated by an *italicized* letter. The career guidance objectives which should be achieved through utilizing the resource are coded last.

Example:

9. *Alienated Generation, The.* (Guidance Associates) (10-up), FS, *R*, A-2, B-3.

The target population has been broken down as follows:

K-3

4-6

7-9

10 and above

staff

Entries appropriate for use with more than one target population are so indicated (e.g., K-3 and 4-6 are entered as K-6).

The media is designated by the following symbols:

P = Printed materials

F = Films

FS = Film Strips

S = Slides

T = Tapes

R = Records

O = Others (kits, games, resource groups; all are specified if known)

K= Multiple Media

The ***Career Guidance Model*** Objectives have been assigned the following designations:

A. Self Awareness Objectives

A-1. Know the physical, intellectual, emotional and social aspects of self.

A-2. Know commonalities and differences exist between self and others.

A-3. Know the self is a product of past experiences.

A-4. Know one's future behavior will be affected by past experiences.

B. Orientation of Self Toward Societal Objectives

B-1. Know what one can do to either positively or negatively affect physical, intellectual, social and emotional aspects of self.

B-2. Be able to identify skills and assistance needed to become more like a preferred peer and eventually like a preferred adult.

B-3. Know how existing environmental factors may possibly affect present and future behavior.

B-4. Know how changes in one's environment may affect achievement of future ***career*** goals.

B-5. Acknowledge that multiple ***career*** goals may be desirable.

C. Awareness of Self-in-Society

C-1. Understand how physical, intellectual, social and emotional aspects of self are important considerations in ***career*** planning.

C-2. Understand how ***career*** environments differentially affect physical, intellectual, social and emotional aspects of persons.

C-3. Understand how one uses decision-making strategies in developing flexible ***career*** plans.

C-4. Understand how to identify and acquire the skills needed to initiate a ***career*** plan and adapt to environmental changes.

D. Selective Orientation

D-1. Determine the relative importance among the physical, intellectual, emo-

*Developed by Dr. Phil Perrone and Deborah Hoffman, Department of Counseling and Guidance, University of Wisconsin-Madison.

tional and social aspects of self in formulating a life plan.

D-2. Determine how much of one's physical, intellectual, emotional and social being to invest in each of the existing social roles.

E. Social Planning

E-1. Establish a ***career*** plan which incorporates personal and social priorities.

E-2. Develop alternative ***career*** plans.

E-3. Identify the means for implementing one's preferred ***career*** plan.

F. Action/Behavior

F-1. Initiate a ***career*** plan.

F-2. Continuously evaluate the outcomes of decisions based on one's experiences.

F-3. Adapt to the consequences of one's decisions or implement plans to minimize discrepancies between goals and accomplishments.

As an aid to identifying materials appropriate for achieving career guidance objectives with particular target groups, an index has been prepared. The ***Index to Implementation Materials*** contains all the resource numbers appropriate for the objectives A-F, by level (K-3, 4-6, 7-9, 10-up and staff) with a notation regarding the format or media (P, D, etc.). There is also a listing of general resources (G) which may apply to large segments of the model or be informative in an introductory manner. The index follow

INDEX TO IMPLEMENTATION MATERIALS

A. Self-Awareness Objectives

K-3

113	P	179	FS	216	FS	311	FS	410	FS	456	FS	510	P
115	FS	189	FS	240	P	361	F	443	F	462	FS	511	P
136	F	193	O	246	P	364	O	444	O	489	FS	518	P
142	O	196	X	277	P	373	P	447	O	499	F	525	P
175	P	206	FS										

4-6

25	R	145	P	275	P	374	F	421	O	448	O	512	R
27	FS	164	P	288	T	375	P	423	P	451	R	519	FS
102	FS	194	R	306	R	376	FS	440	R	458	F	523	FS
138	FS	196	X	330	R	399	P	442	F	472	P	526	FS
140	F	232	FS	345	P	404	P	446	P	500	FS	532	T
144	P	259	P	372	FS								

7-9

2	P	132	P	187	F	267	P	310	F	402	P	532	T
10	P	134	P	207	F	273	F	335	F	408	F	554	F
11	F	146	P	209	F	275	P	338	F	455	FS	555	P
12	F	147	FS	211	F	276	F	340	P	464	FS	557	P
22	FS	154	F	214	F	281	P	381	F	465	P	558	P
39	FS	156	F	222	P	294	O	389	P	508	P	566	P
43	F	170	P	249	F	295	T	397	F	520	FS	569	FS
97	FS	185	FS	258	F	308	F	398	P	522	FS	571	FS
100	P												

10-up

9	FS	162	F	228	P	274	P	339	P	406	FS	473	P
14	FS	172	F	231	F	283	F	340	P	431	F	490	P
18	F	198	P	249	F	304	P	359	P	465	P	508	P
134	P	212	O	267	P	318	FS	381	F	467	F	537	P
156	F	217	FS	273	F	319	P	397	F	468	P	569	FS

Staff

18	F	100	P	198	P	304	P	369	P	428	P	536	P
48	P	108	P	223	P	316	P	370	P	468	P	537	P
66	F	130	P	234	P	319	P	371	P	473	P		
99	P	172	F	253	P	339	P	404	P	490	P		

B. Social Awareness Objectives

K-3

6 FS, 24 P, 30 P, 41 P, 42 F, 111 FS, 112 P, 113 P, 114 O, 115 FS, 116 F, 117 FS, 118 FS, 119 FS, 121 FS, 133 T, 135 P, 136 F, 155 F, 163 F, 173 F, 175 P, 178 F, 179 FS, 188 T, 189 FS, 193 O, 199 FS, 202 FS, 206 FS, 210 T, 227 F, 237 P, 241 FS, 242 P, 244 P, 246 P, 280 F, 283 FS, 289 FS, 292 T, 293 F, 300 FS, 307 T, 336 FS, 337 T, 344 F, 361 F, 362 F, 363 FS, 373 P, 377 O, 378 F, 390 T, .0 FS, 417 FS, 418 O, 439 O, 443 F, 444 O, 447 O, 456 FS, 462 FS, 463 P, 489 FS, 491 P, 495 F, 497 F, 499 F, 506 P, 510 P, 511 P, 515 FS, 516 FS, 525 F, 540 FS, 543 F, 545 FS

4-6

1 P, 15 F, 27 FS, 40 P, 41 P, 44 P, 49 R, 55 P, 78 FS, 102 FS, 120 FS, 138 FS, 141 FS, 144 P, 148 FS, 149 P, 150 P, 158 P, 165 FS, 180 F, 190 P, 200 P, 203 P, 238 P, 247 O, 275 P, 278 FS, 279 F, 283 P, 285 F, 288 T, 291 P, 299 P, 305 O, 306 T, 320 FS, 321 FS, 323 T, 324 O, 331 S, 334 P, 345 O, 346 F, 360 FS, 367 P, 368 P, 375 P, 382 P, 383 T, 391 P, 430 P, 435 P, 442 F, 445 P, 448 O, 451 R, 458 F, 469 FS, 470 P, 471 P, 472 P, 498 FS, 503 P, 504 P, 505 P, 509 T, 512 R, 517 FS, 521 P, 526 FS, 529 F, 532 T, 538 P, 539 P

7-9

5 T, 7 F, 10 P, 33 FS, 36 P, 38 F, 40 P, 43 F, 50 FS, 64 T, 76 T, 77 P, 78 FS, 81 FS, 84 T, 85 F, 86 F, 87 F, 90 F, 91 FS, 92 T, 93 F, 94 FS, 97 FS, 100 F, 132 FS, 152 F, 156 F, 157 F, 167 P, 168 T, 170 P, 176 FS, 186 P, 187 F, 190 P, 191 FS, 197 FS, 209 F, 211 F, 214 F, 220 T, 225 FS, 235 F, 243 P, 248 FS, 249 F, 250 F, 258 F, 262 P, 264 P, 267 P, 270 F, 271, 272 F, 273 F, 275 P, 284 F, 290 FS, 295 T, 301 F, 303 S, 310 F, 314 P, 321 S, 325 F, 331 P, 338 F, 340 P, 342 FS, 343 P, 347 P, 350 T, 351 P, 356 T, 357 P, 358 T, 360 FS, 365 P, 389 P, 392 F, 386 FS, 398 P, 400 P, 401 F, 420 P, 422 FS, 429 P, 441 F, 464 FS, 465 P, 482 T, 484 T, 486 F, 487 P, 488 P, 493 FS, 508 P, 513 P, 524 F, 528 X, 532 T, 546 T, 554 F, 558 P, 563 FS, 566 P, 568 FS, 569 FS, 571 FS

10-up

9 FS, 28 P, 32 F, 35 FS, 36 P, 37 F, 46 P, 53 P, 90 F, 109 P, 123 F, 124 F, 156 F, 157 F, 162 F, 166 O, 172 F, 174 FS, 177 FS, 198 P, 228 P, 235 F, 249 F, 267 P, 269 FS, 273 F, 282 F, 298 P, 314 P, 315 P, 318 FS, 322 F, 325 F, 327 P, 329 P, 332 F, 339 P, 340 P, 351 P, 352 P, 357 P, 365 P, 379 F, 392 F, 393 P, 409 P, 429 P, 434 P, 457 F, 465 P, 467 F, 473 P, 487 P, 508 P, 513 P, 528 X, 546 T, 569 FS

Staff

28 P, 34 S, 46 P, 48 P, 53 P, 61 P, 66 F, 68 O, 72 O, 99 O, 100 P, 101 P, 109 P, 110 P, 126 P, 172 F, 174 FS, 198 P, 215 P, 224 P, 326 F, 327 P, 329 P, 332 F, 339 P, 369 P, 405 P, 427 P, 450 P, 459 P, 460 P, 473 P, 487 P, 491 P, 513 P, 534 P, 536 P

C. Self-in-Society Awareness Objectives

K-3

494 O
502 FS

4-6

49 R
60 P
78 FS
194 T
195 FS
238 P
239 T
245 P
313 F
421 O
471 P
474 F
475 P
494 O
501 FS

7-9

7 P
19 P
20 P
21 F
23 F
29 F
36 P
38 F
43 F
47 F
64 T
74 P
75 FS
76 T
77 P
78 FS
80 P
84 T
85 F
86 F
87 F
88 F
89 P
90 F
91 FS
92 T
93 F
94 FS
96 P
97 FS
104 FS
105 F
143 P
151 P
152 F
153 P
160 FS
161 P
167 P
168 T
171 F
185 FS
186 P
187 F
195 FS
204 F
220 T
225 FS
226 P
230 FS
233 O
235 F
236 FS
243 P
248 FS
250 F
252 P
255 FS
257 F
258 F
261 O
262 P
264 P
265 P
267 P
270 F
271 FS
272 F
284 F
290 FS
294 O
295 T
296 FS
297 F
308 F
309 FS
317 R
335 F
338 F
342 FS
343 P
347 P
350 T
351 P
355 FS
365 P
366 FS
380 F
385 R
386 P
387 P
388 F
389 P
392 F
394 FS
395 T
400 P
415 P
419 P
420 P
422 FS
424 P
432 FS
433 F
465 P
479 FS
482 T
483 P
484 T
486 F
487 P
488 P
492 P
493 FS
507 FS
513 P
520 FS
522 FS
524 F
527 FS
528 X
530 O
533 O
546 T
549 F
550 P
552 P
555 P
558 P
559 P
560 F
565 P
566 P
567 FS
568 FS
570 P

10-up

21 F
35 FS
36 P
53 P
79 P
82 P
90 F
95 P
103 P
104 FS
109 P
124 F
137 P
143 P
161 P
177 FS
198 P
235 F
251 P
252 P
260 P
266 FS
267 P
269 FS
274 P
296 FS
298 P
302 P
304 P
317 R
327 P
328 P
329 P
332 F
351 P
352 P
359 P
365 P
384 P
392 F
393 P
412 F
424 P
434 P
438 P
457 F
465 P
466 P
467 F
473 P
485 O
487 P
492 P
496 P
507 FS
513 P
527 FS
528 X
530 O
533 O
542 P
546 T
553 P
570 P

Staff

3 P
4 P
34 S
48 P
53 P
59 P
61 P
65 P
66 F
68 O
72 O
95 P
109 P
127 P
131 P
161 P
198 P
256 P
287 P
304 P
312 P
316 P
327 P
329 P
332 F
353 P
384 P
437 P
438 P
454 P
460 P
466 P
473 P
478 P
487 P
496 P
513 P
536 P

D. Selective Orientation/Values Objectives

4-6

238 P
333 FS
475 P
501 FS

7-9

43 F
47 F
104 FS
169 P
197 FS
252 P
295 T
296 FS
301 F
386 P
389 P
415 P
420 P
513 P
527 FS
552 P
555 P
560 F
570 P

10-up

35 FS
82 P
103 P
104 FS
162 F
251 P
252 P
260 P
269 FS
274 P
296 FS
302 P
332 F
359 P
412 F
413 FS
431 F
434 P
457 F
485 O
496 P
513 P
527 FS
542 P
551 FS
570 P

Staff

3 P
61 P
65 P
66 F
68 O
72 O
99 P
127 P
254 P
287 P
316 P
332 F
384 P
436 P
437 P
460 P
476 P
496 P
513 P
536 P

E. Social Planning Objectives

7-9

36 P
88 F
104 FS
161 P
171 F
295 T
380 F
386 P
387 P
388 F
415 P
420 P
424 P
465 P
492 P
513 P
567 FS
570 P

10-up

35 FS
36 P
53 P
79 P
95 P
104 FS
109 P
124 F
137 P
161 P
198 P
260 P
266 FS
282 F
332 F
384 P
412 F
424 P
425 P
438 P
465 P
485 O
492 P
496 P
513 P
541 P
553 P
556 P
570 P

Staff

3 P
53 P
56 P
59 P
61 P
65 P
66 F
95 P
109 P
127 P
161 P
198 P
316 P
332 F
384 P
438 P
478 P
496 P
513 P
536 P
541 P

F. Career Behavior Objectives

7-9

54 P
185 FS
201 FS
204 F
205 FS
233 O
263 FS
264 P
380 F
461 FS
465 P
483 P
[illegible] P
[illegible] FS
546 T
561 FS
562 F
564 F

10-up

13 O
17 F
53 P
124 F
174 FS
198 P
201 FS
208 F
213 F
217 FS
218 FS
251 P
266 FS
322 F
379 F
412 F
414 F
461 FS
465 P
492 P
507 FS
546 T
553 P
556 P

Staff

4 P
13 O
53 P
59 P
61 P
127 P
174 FS
198 P
353 P

G. General Resources Not Directly Applicable to the Model

K-3

182 F 548 P

4-6

51 O 182 F 275 P 411 O 548 P

7-9

50	P	98	F	182	F	219	F	294	O	354	P	530	O
58	F	106	P	183	F	243	P	314	P	355	R	531	X
73	F	107	C	184	F	268	O	317	R	411	O	533	O
83	FS	1?6	P	192	P	275	P	348	P	514	F	54?	R

10-up

57	O	182	F	268	O	341	O	413	FS	481	P	533	O
106	P	184	F	314	P	348	P	416	P	514	F	541	P
166	O	217	FS	315	P	349	P	425	P	530	O	544	F
181	P	229	P	317	R	411	O	452	FS	531	X		

Staff

16	P	63	O	122	O	159	P	312	P	426	P	481	P
26	P	65	P	125	P	181	P	326	P	428	P	531	X
31	P	67	P	126	P	182	F	341	O	449	P	534	P
45	S	69	P	128	P	221	P	348	P	453	P	535	P
56	P	70	P	129	P	224	P	370	P	476	P	541	P
61	P	71	P	131	P	286	O	403	S	477	P	548	P
62	P	106	P	139	P	287	P	407	P	480	P		

CAREER EDUCATION IMPLEMENTATION MATERIALS

1. ***Abe Lincoln's Birthday.*** Hays, W. P. (Coward McCann), 1961. Story of qualities that made Lincoln a great leader with human understanding. (4-6), *P*, B-2.
2. ***About You.*** Cosgrove, M. (Science Research Associates) (7-9), *P*, A-1, A-2.
3. ***Achieving Society, The.*** McClellan, D. C. (Free Press) 1967. (S), *P*, C-1, D-1, D-2, E-1.
4. ***Adjustment to Work.*** Lofquist, L. H. and Davis, R. V. (Appleton-Century-Crofts) 1969. (S), *P*, C-2, F-1, F-2, F-3.
5. ***Adventures in Growth.*** Meyer, P. (Success Motivation Institute). Six cassette taped lessons for pre-teens include "Becoming Someone You Like," "Learning is Exciting," "A Life Full of Living." (Part of Family Achievement Planner Series.) (7-9), *T*, B-1.
6. ***Adventures of the Lollipop Dragon, The.*** (ROA's Films) 6 filmstrips and 3 records on social attitudes and human values. An excellent way to develop awareness in children about rights and needs of others. (K-3), *FS* or *S*, B-1.
7. ***Aim High Library.*** (Richard Rosen Press, Inc.) Series of career information books for those not planning post-high school education. (7-9), *P*, C-4.
8. ***Airport.*** (Encyclopedia Britannica Film, Inc.) 10 min., 16 mm. film brings to life the fascinating activities of large commercial airports. (7-9), *F*, B-2.
9. ***Alienated Generation, The.*** (Guidance Associates) (10-up), *FS*, *R*, A-2, B-3.
10. ***All About You.*** Menninger, W. (Science Research Associates) Booklet in junior guidance series. Covers who are you, family tree, family life and you, how you got that way, what do you need, how do you act, and making the most of you. (7-9), *P*, A-1, B-1.
11. ***Am I Dependable?*** (Coronet) (7-9), *F*, A-1.
12. ***Am I Trustworthy?*** (Coronet) (7-9), *F*, A-1.
13. ***American Civil Liberties Union Women's Rights Project.*** Project handles litigation, legislation lobbying, and dissemination of information on employment rights of women. (S, 10-up), *O*, F-1, F-3.

14. ***American Poor: A Self-Portrait.*** (Guidance Associates) (10-up), *FS, R,* A-2.
15. ***American Road, The.*** (Ford Motor Company) Free loan. (4-6), *F,* B-2.
16. ***American Women at the Crossroads.*** (Woman's Bureau, U. S. Dept. of Labor) 1970. Free; bibliography, organizations, etc. (S), *P,* G.
17. ***Anger at Work.*** (University of Minnesota) (10-up), *F,* F-2, F-3.
18. ***Anything you Want to Be.*** Brandon, D. (Diane Brandon, New Day Films) (S, 10-up), *F,* A-4.
19. ***Apprentice Training.*** (U. S. Government Printing Office) (7-9), *P,* C-4.
20. ***Apprenticeship - Past and Present.*** (U. S. Government Printing Office) Pamphlet traces development of apprenticeships from early days to present and points to future. (7-9), *P,* C-4.
21. ***Aptitudes and Occupations.*** (Coronet Films) A counselor and a group of students examine achievement, aptitude and interest tests used to help students in the selection of satisfying occupations. Color, (7-up), *F,* C-1, C-3.
22. ***Are You Adaptable?*** (Popular Science) (7-9), *FS* or *S,* A-1.
23. ***Are You Ready For a Job?*** (UW-Madison, Bureau for Audio Visual Instruction) (7-9), *F,* C-1, C-4.
24. ***Around the Neighborhood.*** (Continental Press, Inc.) Set of books on helpers in the community (K-3), *P,* B-2.
25. ***Around the World.*** (Young People's Records) (4-6), *R,* A-2.
26. ***APGA Commission for Women. 1973-74 Report of the Commission.*** (Available from Dr. Lynn E. Haun, 8335 Caribbean Way. Sacramento, CA 95826) Includes resource bibliography. (S), *P,* G.
27. ***Art of Giving.*** (Jam Handy, Inc.) 1965. 66 frames — color. Filmstrip discusses the many ways a person lives, gives, and shares time, abilities and possessions. (4-6), *FS,* A-1, B-1.
28. ***Art of Negotiating, The.*** Nierenberg, G. L. (Cornerstone Library) 1972. (S, 10-up), *P,* B-1.
29. ***Astronomer.*** (International Film Bureau) 16 min., 16 mm. film presents tools and methods used by astronomers, including work away from the telescope. (7-9), *F,* C-4.
30. ***At the Post Office.*** Colonius and Schroeder. (Melmont Publ.) (K-3, *P,* B-2.
31. ***Audio Visual Guidance Materials.*** (Minnesota Dept. of Educ., Pupil Personnel Services Section) An annotated bibliography and directory of Minnesota Sources (1970). (S), *P,* G.
32. ***Automation.*** (McGraw Hill Textfilm) (10-up), *E,* B-4, B-5.
33. ***Automation.*** (Popular Science) (7-9). *FS* or *S,* B-4, B-5.
34. ***Automation and Employment.*** Kreps, J. M. (Holt, Rinehart and Winston, Inc.) 1964. (S), *P,* B-5, C-2.
35. ***Automation: Promise or Threat?*** (Harcourt, Brace & World) (10-up), *FS & R,* B-4, B-5, C-3, D-1, E-2.
36. ***Automation, the Magic Key to Your Job.*** (The National Research Bureau) (7-up), *P,* B-5, C-4, E-3.
37. ***Automation: What it is and What it Does.*** (Coronet Instructional Films) (10-up), *F,* B-4, B-5.
38. ***Automotive Mechanics and Technicians.*** (Ford Motor Company) 1967. (7-9), *F,* B-2, C-4.
39. ***Awareness: Insight Into People.*** (J. C. Penney Company) (7-9), *FS* or *S,* A-1, A-2.
40. ***Babe Didrikson, Girl Athlete.*** DeGrummond, L. and L. (Bobbs-Merrill Company, Inc.) 1963. (4-9), *P,* B-2.
41. ***Beginning Sextant Series.*** (Sextant Systems, Inc.) 4th grade and younger. Attractive colored illustrations depict children in appropriate attire performing adult work roles (K-6), *P,* B-2.
42. ***Behind the Scenes at the Supermarket.*** (BFA Educational Media) Johnny visits a supermarket and learns that a great many people, doing many different jobs, are needed to help the supermarket serve the community. (K-3), *F,* B-2.
43. ***Being Different.*** (St. Paul Public Library) 11 min., 16 mm. film of a 13-year-old boy who is ridiculed because of his hobby. Should he pursue his interest or conform to opinions of his friends? (7-9), *F,* A-1, A-2, B-1, C-1, D-1, D-2.
44. ***Beloved Botonist.*** Stoutenberg, A. and Baker, L. N. (Charles Scribner's Sons) 1961. (4-6), *P,* B-2.
45. ***Bibliography of Selected Career Guidance Materials, A.*** Kerlan, J. H. (Minnesota Department of Education, Pupil Personnel Services Section) 1972. Resource bibliography. (S), *P,* G.
46. ***Bibliography on the Treatment of Girls in School.*** (The Feminist Press) (S, 10-up), *P,* B-3.
47. ***Big Question, Choosing Your Career, The.*** (Association Films, Inc.) 16 mm, sound, b/w, 30 min. (7-9), *F,* C-3, D-1, D-2.
48. ***Body Language.*** Faust, J. (Pocket Books) 1971. (S), *P,* A-1, B-1.
49. ***Branding Cattle.*** (Phoeber James Rhythm Records) (4-6), *R,* B-2.
50. ***Briefs, Guides, Kits, Summaries.*** (Careers, Inc.) Covers a wide range of career information. (7-9), *P,* G.
51. ***Build — Discovery Through Guidance.*** (Bruce Publishing Company) (4-6), *O,* G.

52. ***Building Self Confidence.*** (Popular Science) (7-9), *FS* or *S*, B-1.

53. ***Bureau of Labor Statistics: Job Requirement Facts.*** U. S. Department of Labor. (Government Printing Office, Washington, D. C.) 1969. (S, 10-up)
    1. ***Estimates of Worker Trait Requirements for 4000 Jobs.*** U. S. Employment Service. C-4.
    2. ***1969 Handbook on Women Workers.*** Women's Bureau Bulletin 294. B-4.
    3. ***Merchandising Your Job Talents.*** C-1, C-4, E-1, E-3, F-1.
    4. ***Occupational Outlook Handbook.*** C-4, E-3.

54. ***Can I Get a Job? Let's Find Out.*** (General Motors Corporation) Free. Comic book approach. (7-9), *P*, F-1.

55. ***Cave, The,*** Coatrworth, E. (Viking Press) Book deals with cooperation, courage, and self confidence. (4-6), *P*, B-1.

56. ***Career Behavior of Special Groups.*** Picou, J. and Campbell, R. E. (Eds.) (Charles E. Merrill Publishing Co.) 1975. Theory; chapters on Women, Blacks, Activists, Handicapped, American Indians, Mexican Americans, etc. (S), *P*, E-1, G.

57. ***Career Charts*** (Personnel Services Section, Minnesota Guidance Services, Documents Sections) (10-up), *O*, G.

58. ***Career Counseling Films*** (Series). (Counseling Films, Inc.) A series of 40 films, 14 to 17 minutes in length, make up this career counseling library. Available in 16 mm. or super-8. (7-9), *F*, G.

59. ***Career Counseling: New Perspectives for Women and Girls.*** (Business and Professional Women's Foundation) A selected annotated bibliography 1972. Resource bibliography; highly recommended. (S), *P*, C-3, C-4, E-1, E-2, E-3, F-1, F-3.

60. ***Career Development*** (Series). (Palmer Publications) 1967. Includes a personal checklist. (4-6), P, C-1.

61. ***Career Development: Choice and Adjustment.*** Tiedeman, D. V. and O'Hara, R. P. (College Entrance Examination Board) 1963. (S), *P*, C-3, D-1, D-2, E-1, F-5, G.

62. ***Career Development in the Elementary School.*** Gibson, R. L. (Charles E. Merrill Publishing Co.) 1972. Summaries of theories, objectives, resources, relationships, evaluation, strategies. (S), *P*, G.

63. ***Career Development, Level IV.*** Anderson, E. (Public Schools of Anne Arundel County, Annapolis, MD) 1972. Guide for integrating career development in subject areas. Includes resource list. (S), ***Package***, G.

64. ***Career Development Laboratory.*** (Educational Progress Corporation) Sixty recorded interviews with people who are successful in occupations being considered. Available in reel or cassette tapes. (7-9), *T*, B-2, C-4.

65. ***Career Development: Self-Concept Theory.*** Super, D. E. et al. (College Entrance Examination Board) 1963. (S), *P*, C-1, D-1, D-2, E-1, G.

66. ***Career Development of Women.*** Hansen, L. S. (Available from Dr. L. S. Hansen, Counseling and Student Personnel Psychology, 139B Burton Hall, University of Minnesota, Minneapolis) 1974. Series of 1/2-hour color video cassettes. Suggested for in-service workshops. (S), *F*, A-2, B-4, C-1, D-1, D-2, E-1.

67. ***Career Education: In-Service Training Guide,*** Keller, L. J. (General Learning Corporation) 1972. Background, present state of career education; useful teacher in-services to implement career education. (S), *P*, G.

68. ***Career Education Learning Opportunities Guides for the Junior High School.*** (Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education; St. Paul) 1974. Subject — specific, integration of career development into curriculum. (S), ***Packages,*** B-5, C-1, D-1, D-2.

69. ***Career Education Personnel Development.*** (Ideas for University Planning) McKinney, et al. (Center for Vocational Education, The Ohio State University, Columbus, Ohio) Includes goals and strategies. (S), *P*, G.

70. ***Career Education: Perspective and Promise.*** Goldhammer, H. and Taylor, R. E. (Eds.) (Charles E. Merrill Publishing Co.) 1972. Theory, integrated curriculum approach, models. (S), *P*, G.

71. ***Career Education. What It Is and How to Do It.*** Hoyt, K. B., Evans, R. N., Mackin, E. F., and Mangum, G. L. (Olympus Publishing Company, Salt Lake City) 1972. (S), *P*, G.

72. ***Career Exploration for High School Women: A Model.*** Birk, J. and Tanney, M. Paper presented at the National Education Association Conference, 1972, at Airlie, VA. (National Education Association) Available from Drs. Birk and Tanney, Counselor Education Department, University of Maryland, College Park. (S), ***Model/3-day program with exercises,*** B-3, C-4, D-1, D-2.

73. ***Career Guidance Films.*** (Modern Talking Picture Service, Inc.) Offers free loan of 16 mm. sound films on career guidance. (7-9), *F*, G.

74. ***Career Guidance Series: Your Future in —*** (Arco Publishing Company, Inc.) The Arco-Rosen series of career guidance books updated and now available in paperback. 40 titles. (7-9), *P*, C-2, C-4.

75. ***Career Information Series.*** (J. C. Penney Company) Filmstrips with records on career information. (7-9). *FS* and *R*, C-4.

76. ***Career Interviews*** (Series) (McGraw-Hill) 40 taped career interviews. (7-9). *T*, B-2, C-4.

77. ***Career in Music Education, A.*** Music Educator's National Conference and American Personnel and Guidance Association. (Music Educator's National Conference) Presents basic facts associated with music teaching as a profession. Illustrated pamphlet. (7-9). *P*, B-2, C-4.

78. ***Career Opportunities.*** (Sets I and II) (Popular Science) 1970 catalog.
   I. Set of 5 filmstrips. 332 — New Career Opportunities; 337 — Your Life of Work; 341 — Interests Pay Off; 361 — Career Planning in a Changing World; 365 — How to Study Occupations. (4-9). FS, B-2, B-3, B-4, B-5, C-1, C-3, C-4.
   II. Set of 4 filmstrips. 386 — Automation; 395 — Jobs in Mathematics; 397 — Salaried Worker of Self-employed? 403 — Careers in Science. (7-9). *FS*, B-2, B-3, B-4, B-5, C-1, C-3, C-4.

79. ***Career Opportunities through Apprenticeship.*** Grau, G. and Kerlan, J. H. (Eds.) (Minnesota Guidance Series, St. Paul) 1972. Free on request for single copy. (10-up). *P*, C-4, E-3.

80. ***Career Opportunities for Technicians and Specialists.*** (Ferguson, J. G. Publishing Company) A five volume reference set on jobs available for technical school or two-year college graduates. (7-9). *P*, C-4.

81. ***Career Planning in a Changing World.*** (Popular Science Audio Visuals, Inc.) Captioned filmstrip encourages young people to think realistically about job opportunities as they change with social and technological changes. (7-9). *FS*, B-4, B-5.

82. ***Career Planning for High School Girls.*** Stevenson, G. Reprinted from ***Occupational Outlook Quarterly,*** Summer 1973. (U. S. Department of Labor, Women's Bureau, Washington, D. C.) (10-up). *P*, C-1, C-3, C-4, D-1, D-2.

83. ***Career Planning and Vocational Guidance*** (Set) Popular Science Audio-Visuals, Inc. Captioned filmstrips on vocational guidance and career planning. (7-9). *FS*, G.

84. ***Careers*** (Series) Tapes Unlimited. (Gordon Flesch Company) 1970. Series provides a study of 12 major industries, giving the student a broad outlook before committing to a course of study. Includes opportunities in: Construction; Distribution; Education; Graphic Arts; Health Service; Hotels, Motels, Restaurants; Industries; Law; Mass Communication; Security and Protection; Selling; Transportation. (7-9). *T*, B-2, C-4.

85. ***Careers in Art.*** (SL Film Productions) 1967. 16 min., 16 mm. color film surveys the four major areas of art where most artists are employed: advertising, industrial design, interior decorating, and art education. Highly recommended by NVGA. (7-9). *F*, B-2, C-4.

86. ***Careers in the Building Trades.*** (Coronet Films) 11 min., 16 mm. film shows Bob observing carpenters, plumbers, bricklayers, electricians, painters, plasterers, and glaziers on a construction site. Also relates school subjects to building trades. (7-9). *F*, B-2, C-4.

87. ***Careers in Chemistry.*** (Farm Film Foundation) 14 1/2 min., 16 mm. film covers analytical chemistry and other opportunities in this almost endless field. (7-9). *F*, B-2, C-4.

88. ***Careers Construction.*** (International Communications) (7-9). *F*, C, E.

89. ***Careers in Depth Library.*** (Random House School & Library Service) In-depth investigation of one career in each book. (7-9). *P*, C-4.

90. ***Careers for Girls.*** (Bureau of Audio-Visual Instruction) 17 min., 16 mm. vocational exploration film designed to acquaint girls with the many jobs open to women today. Stresses importance of analyzing one's interest and abilities in relation to different occupations. (7-up). *F*, B-1, B-2, C-1, C-3, C-4.

91. ***Careers and Science.*** (Popular Science) (7-9). *FS* or *S*, B-2, C-4.

92. ***Careers at Sea.*** (Imperial Productions, Inc.) Four tapes or cassettes on-the-job interviews which give an insight into the major requirements for a career at sea. (7-9). *T*, B-2, C-4.

93. ***Careers Series.*** (Doubleday and Company) Agri-Business; Clerical; Communications; Construction; Education; General Service; Government Service; Health Service; Leisure Industries; Making a Choice; Mechanical; Sales; Technicians. (7-9). *F*, B-2, B-5, C-3, C-4.

94. ***Careers Series.*** (Educational Dimensions) Sound filmstrips on careers in fashion design, drafting, fine arts, television, photography and art careers in advertising. (7-9). *FS*, B-2, B-5, C-3, C-4.

95. ***Careers with the State of Minnesota.*** (Pupil Personnel Services, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul) (S, 10-up). *P*, C-4, E-1.

96. ***Careers without College.*** (Wisconsin State Employment Service) Free. Booklet discusses the world of work and several occupational fields not requiring a college education. (7-9). *P*, C-4.

97. ***Career/Vocational Guidance Series.*** A career information series of filmstrips to help students express personal feelings about work, upgrade ambitions, emphasize importance of early preparation and planning, etc. (7-9). ***FS***, A-4, A-5, B-1, C-1.

98. ***Challenge.*** (UW-Madison, Bureau of Audio-Visual Instruction) 16 mm, color film. Shows what a large corporation does in accepting moral responsibility to society in areas of business, profits, efficiency, respect for individuals, civic welfare, and job opportunities. (7-9). ***F***, G.

99. ***Changes in the Modern Family: Their Impact on Sex Roles.*** Giele, J. (***American Journal of Orthopsychiatry***, Oct. 1971, 41) Reprint available from KNOW, Inc., Box 86031, Pittsburgh. (S). ***P***, A-4, B-4, D-2.

100. ***Changing Roles of Men and Women, What it Means to Youth.*** (American Guidance Service, Inc., Publishers Building, Circle Pines, MN) Also manual for teachers and counselors. (S, 7-9). ***P***, A-2, B-3.

101. ***Changing Women in a Changing Society.*** Special issue of the ***American Journal of Sociology.*** (University of Chicago) 1973. (S). ***P***, B-3, B-4.

102. ***Character Formation*** (Set) (Bailey Films, Inc.) 6 color filmstrips. (4-6). ***FS***, A-1, B-1.

103. ***Choices.*** Alschuler, A. (Prentice Hall, Inc.) 1970. (10-up). ***P***, C-3, D-1, D-2.

104. ***Choosing Your Career.*** (Guidance Associates) (7-up). ***FS*** and ***R***, C-1, C-3, D-1, E-1.

105. ***Choosing Your Occupation.*** (Coronet, Films) Self appraisal, occupational possibilities, preparation requirements and guidance services are covered. (7-9). ***F***, C-1, C-3, C-4.

106. ***Chronicle Guidance Services.*** (Chronical Guidance Publications, Inc.) Ongoing. Includes occupational briefs, career adjustment posters, college information, professional articles of interest to counselors, etc. (S, 7-up). ***P***, G.

107. ***Chronicle Occupational Microfile.*** (Chronicle Guidance) A microfilmed edition of the Chronicle Occupational Library. Annually updated. (7-9). ***O***, G.

108. ***Civil Rights Digest.*** Spring 1974. (U. S. Commission on Civil Rights) Free. ***Digest*** also offers resource list. (S). ***P***, A-2.

109. ***College Information Guide.*** 1972-74. (Pupil Personnel Services, Minnessota Guidance Series, Documents Section, Room 140, Centennial Office Bldg., St. Paul) Under revision. (S, 10-up). ***P***, B-2, C-4, E-3.

110. ***Colloquy.*** November 1973, 6. (The Awareness Game Resource Center on Sex Roles in Education, 1156-15th St., N.W., Washington, D. C.) 18 essays/sexism in education. (S). ***P***, B-3.

111. ***Come to Work With Us.*** (Edu-Craft) (K-3). ***FS*** or ***S***, B-2.

112. ***Come to Work With Us.*** (Beginning Sextant Series) (Sextant Systems, Inc.) 1970. Career awareness series for grades K-3; each volume contains 16-18 representative occupations in one industry or occupational location. Attractive colored illustrations depicting children in appropriate attire performing adult work roles. See ***Beginning Sextant Series*** (K-3). ***P***, B-2.

113. ***Communities and Their Needs. Families and Their Needs. People Use the Earth.*** (Silver Burdette Series) (K-3). ***P***, A-1, A-2, B-2.

114. ***Community Helpers.*** (ROA's Films) Set of colored picture story study prints depicting specific jobs and various duties associated with it. Complete lesson on reverse side, 8 pictures per set. Set SP — 119, Police Dept. Helpers; Set SP — 120, Fire Dept. Helpers; Set SP — 121, Postal Helpers; Set SP — 122, Dairy Helpers; Set SP — 123, Supermarket Helpers; Set SP — 123, Hospital Helpers, (K-000. 3), **Study Prints,** B-2.

115. ***Community Helpers*** (Set) (ROA's Films) Good introduction to job responsibilities. 6 filmstrips. (K-3). ***FS***, A-5, B-2.

116. ***Community Helpers Series.*** Cahill. (Henk Newenhouse, Inc.) 8 color film. 1. Bakery Beat; 2. Community Helpers — The Sanitation Department; 3. Dairy — Farm to Door; 4. Firemen — On Guard; 5. Health — You and Your Helpers; 6. Policemen — Day and Night; 7. Postman — Rain or Shine; 8. Truck Farm to Store. (K-3). ***F***, B-2.

117. ***Community Helpers Series.*** (Carlton Films) ***Set No. 1:*** Bus Driver, Doctor, Fireman, Grocer, Mailman, Policeman. ***Set No. 2.:*** Dentist, Librarian, Milkman, Sanitation Dept. Crew, Service Station Attendant, Street Maintenance Crew. Color filmstrips visualize the services and duties of community helpers who are of significance to the child. (K-3). ***FS***, B-2.

118. ***Community Series.*** (McGraw Hill) (K-3). ***FS***, B-2.

119. ***Community Workers and Helpers Series.*** (ROA's Films) ***Department Store Workers,*** F210-5; ***Doctors' Office Workers,*** F210-4; ***Hospital Workers,*** F210-6; ***School Workers,*** F210-1; ***Supermarket Workers,*** F210-3. Series takes primary grade students on fascinating behind-the-scene visits to community workers and helpers whose goods and services affect their lives; emphasis is on meaning of community and community interdependence. (K-3). ***FS*** or ***S***, B-2.

120. ***Community Workers and Helpers.*** (Society for Visual Aids) (4-6). *FS* or *S*, B-2.

121. ***Community Workers Series.*** (Carlton Films) *The Fire House; Firemen at Work, Larry Helps the Police; Policemen at Work; Post Office Workers; Workers for Health* .Series helps the child understand how helpers make the community a better place in which to live. (K-3). *FS*, B-2.

122. ***Compulearn Career Awareness Package.*** K-12. (Compulearn, Inc., 4 Gateway Center, Pittsburgh) 1972. (S). *O*, G.

123. ***Cooperation, Competition, Conflict.*** (University of Minnesota) (10-up). *F*, B-1.

124. Coronet: Your Job Series. (Coronet) (10-up). *F*, B-1, C-4, E-3, F-1, F-3.
Your Job, Applying for It.
Your Job: Finding the Right One.
Your Job: Fitting In.
Plus *Your Job: Getting Ahead; Your Job: Good Work Habits; Your Job: You and Your Boss.*

125. ***Counseling Girls and Women over the Life Span.*** Matthews, E., et al. (American Personnel and Guidance Association) 1972. (S). *P*, G.

126. ***Counselor and the Feminine Protest, The.*** (Available from Counseling and Student Personnel Services Center, University of Michigan, Ann Arbor, December 1971, #OG 400034) (S). *P*, B-1, G.

127. Counseling Women. Special issue of *The Counseling Psychologist*, Vol. 4, No. 1, 1973. *(The Counseling Psychologist)* Excellent review of the literature, especially in career development of women. (S). *P*, C-1, C-2, D-2, F-3.

128. Counselors and Women. Special issue of the *Personnel and Guidance Journal*, October 1972. *(Publication Sales, APGA) (S), P*, G.

129. ***Counselor's Sourcebook: Career Guidance and Vocational Counseling for Women*** (Human Interaction Research Institute) Source bibliography/facts. (S). *P*, G.

130. ***Cross-Age Helping Program.*** (Center for Research on Utilization of Scientific Knowledge, Institute of Sociological Research, University of Michigan, Ann Arbor, Maxwell Printing Company) 1969. (S). *P*, A-5.

131. ***Cumulative Career Index.*** (Annual compilation with Supplements) (Chronicle Guidance Publications) (S). *P*, C-4, G.

132. ***Cutting the Apron Strings.*** (ROA's Films) 8 min., 45 frames. Shows how teens can prove they are responsible and dependable. (7-9). *FS*, A-5, B-1.

133. ***Daddy Comes Home.*** (Children's Record Guild) (K-3). *T* or *R*, B-2.

134. ***Date with Your Future, Money Management for the Young Adult.*** (Educational Division, Institute of Life Insurance). (7-up). *P*, A-5.

135. ***Day with Daddy, A.*** Tresselt, A. (Lothrup) (K-3). *P*, B-2.

136. ***Day with Your Family, A.*** (ROA's Films) Shows how each family member has certain needs and responsibilities that are important to all family members. (K-3). *F*, A-5, B-1.

137. ***Deciding.*** Miller, G. ***College Board Review,*** No. 82, Winter, 1971-72. (College Entrance Examination Board) (10-up). *P*, C-3, E-3.

138. ***Developing Basic Values*** (Series) (Society for Visual Education) Includes: Acceptance of Differences, Consideration of Others, Recognition of Responsibility. (4-6). *FS*, A-2, A-5, B-1.

139. ***Developing Careers in the Elementary School.*** Gysbers, N. C., Miller, W., and Moore, E. J. (Eds) (Charles E. Merrill Publishing Company) 1973. Theory, programs, and activities. (S). *P*, G.

140. ***Developing Responsibility*** (Coronet Films) 11 min. Story of boy and dog points out that responsibility entails hard work, difficult decisions and missing out on fun but it also gives great satisfaction. (4-6). *F*, A-5.

141. ***Developing Your Personality.*** (Encyclopedia Britannica — Education Corporation) (4-6). *FS*, B-1.

142. ***DUSO*** (Developing Understanding of Self and Others) ***(Kit)*** (American Guidance Services, Inc.) 1970. A program of planned experiences to Develop Understanding of Self and Others. Includes a manual, story books, posters, records or cassettes, puppets, role playing cards, puppet props, and group discussion cards. (K-3). Kit, A-1, A-2.

143. ***Dictionary of Occupational Titles*** (D.O.T.) (U. S. Government Printing office) 1965. Vol. I — alphabetical listing of 35,000 job titles and 22,000 definitions. Vol. II — group jobs according to work field, purpose, product, subject matter, industry, worker traits and abilities. (7-up). *P*, C-4.

144. ***Dimensions of Personality*** (Series) Limbacher, W. (George Pflaum Publications) 1970. Three books: Becoming Myself, Here I Am, I'm Not Alone. (4-6). *P*, A-1, B-1.

145. ***Discovering Differences.*** (Social Science Lab Unit, Science Research Associates) (4-6). *P*, A-2.

146. ***Discovering Myself.*** (American Guidance Service) 1962. One of a series of graded guidance texts. Flip charts to stimulate discussion are also available. (7-9). *P*, A-1, G.

147. ***Discovering the Real You.*** (Singer Education & Training Products Society for Visvual Education (SVE)) Sound Filmstrip — 50 frames, 10 min. (7-9). *FS*, A-1.

148. ***Dollars and Sense.*** (Educational Reading Services.) 6 filmstrips and 3 records. How money goes round and round; Different kinds of money; How money is made; How we borrow money; How budgets work; How taxes work. (4-6). *FS* and *F*, B-2.

149. ***Door in the Wall, The.*** De Angeli, M. (Doubleday) Depicts the story book characters who learned to "get along." (4-6). *P*, B-1.

150. Doubleday Series: The Real Book About _____. (Doubleday and Company) ***The Real Book About Crime Detection.*** Bonner, M. G. 1958. (4-6). *P*, B-2. ***The Real Book About Journalism.*** Bonner, M. G. 1957. (4-6). *B*, B-2. ***The Real Book About Robots and Thinking Machines.*** May, J. 1962. Discusses jobs that can be done by machines which replace men and how this changes our economic structure. (4-6). *P*, B-4, B-5.

151. ***Do You Like to Work with Ideas, People, or Things?*** (Wisconsin State Employment Service) Free. Lists jobs dealing primarily with people, things, ideas, ideas-people, ideas-things, people-things, and those in which all three are important. (7-9). *P*, C-1.

152. ***Drafting.*** (State Employment Service Agencies or Louis DeRouchemont Associates) 1968. 7-1/2 min. film on career areas within drafting. Highly recommended by NVGA. (7-9). *F*, B-2, C-4.

153. ***Dutton Career Book Series.*** (E. P. Dutton and Company) Series describes work done, qualifications and educational requirements, salaries, and opportunities available in many contemporary fields. (7-9). *P*, C-4.

154. ***Earning Money While Going to School.*** (Coronet Films) (7-9). *F*, A-5.

155. ***Eddie, Inc.*** (Association Films, Inc.) Free. First lesson in free enterprise. Encourages the neighborhood boys to earn some pocket money by starting their own business. (K-3). *F*, B-1.

156. ***Effective Criticism.*** (Coronet Instructional Films) 1951. (7-up). *F*, A-1, B-1.

157. ***Effective Listening.*** (University of Minnesota) (7-up). *F*, B-1.

158. ***Eggs to Market.*** (Film Associates of California) (4-6). *F*, B-2.

159. ***Elementary School Careers Education: A Humanistic Model.*** Cross, F. R. (Charles E. Merrill Publishing Co.) 1974. "Complete" model; goals, objectives, responsibilities, organization, integration. (S). *P*, G.

160. ***Employment Opportunities Series*** (Avid Corporation, Instructional System Division) Series helps students become aware of a variety of non-professional opportunities for high school graduates. (7-9). *FS* or *S*, C-4.

161. ***Encyclopedia of Careers and Vocational Guidance.*** (J. G. Ferguson Publishing Company) Two volume set of careers and vocational guidance; covers 71 major career fields and 650 individual occupations. (S, 7-up). *P*, C-3, C-4, E-3.

162. ***Eric Hoffer: The Passionate State of Mind.*** (WCCO-TV) (10-up). *F*, A-2, B-2, D-1, D-2.

163. ***Everyone Helps in a Community.*** Churchill. (Henk Newenhouse, Inc.) Work in Pioneer days is contrasted with work today in which each person specializes in what one can do best. (K-3). *F*, B-2, B-3, B-4.

164. ***Everywhere We Go.*** National Forum Foundation. (American Guidance Service) Keyed to grade 4 — stories about boys and girls as they learn about new things, ideas, working and playing together, problem solving, looking at their behavior, learning to accept responsibility and learning gradual independence and self reliance. Classroom charts are available to coincide with chapters in book. (4-6). *P*, A-5.

165. ***Evolution of Harvesting.*** (Detroit Visual Education Consultants) Technological and sociological changes eliminate and create jobs. (4-6). *FS* or *S*, B-4, B-5.

166. ***Exploring Sex Typing:*** A kit for Counselors. (Available from Education Chairperson, Status of Women Council of British Columbia, Suite 102, 1045 W. Broadway, Vancouver 9, B. C., Canada. (10-up). Kit, B-1, G.

167. ***Exploring the World of Jobs.*** Kitch, D. (Science Research Associates) 40 page booklet covers what people do in different jobs, how jobs differ, importance of all jobs, what employers want, five major job groups. (7-9). *P*, B-2, C-4.

168. ***Exploring the World of Work.*** (Valient IMC) This series of tapes or cassettes focuses on the interest areas of the Kuder Vocational Preference Record. (7-9). *T*, B-2, C-4.

169. ***Exploring the World of Work.*** (Wisconsin State Employment Service) Free. Discusses thinking about work roles and choosing the right work role. (7-9). *P*, D-1, D-2.

170. ***Exploring Your Personality.*** (Science Research Associates) (7-9). *P*, A-1, B-1.

171. ***Facing Facts About Planning.*** (Prudential Insurance Company) (7-9). *F*, C-3, E.

172. ***Facing Reality.*** (McGraw Hill Textfilms) 1954. (S, 10-up). *F*, A-1, B-1.

173. ***Factory, The: How a Product is Made.*** (BFA Educational Media) A toy is shown from start to finish in factory setting. From initial idea to the final sale in the store is traced. (K-3). *F*, B-2.

174. ***Failure — A Sure Stop to Growth.*** (Guidance Associates) (S, 10-up) *FS* or *R*, B-1, F-2.

175. ***Family Helpers.*** Hoffman and Hezzlefinger (Children's Press) (K-3). *P*, A-5, B-1.

176. ***Family Problems — Younger Teens.*** (Society for Visual Education) (7-9). *FS* or *S*, B-1.

177. ***Farm Question, The.*** (Guidance Associates) (10-up). *FS* and *R*, B-2, C-4.

178. ***Fathers Go Away to Work.*** (Pat Dowling Pictures) (K-3). *F*, B-2.

179. ***Fathers Work.*** (Educational Reading Service) Six fathers working at different occupations in the community show a variety of responsibilities, skills, and personal relationships on the job. (K-3). *FS* or *S*, A-5, B-2.

180. ***Fathers Work, Mothers Work Too.*** (Imperial Films) (4-6). *F*, B-2.

181. ***Feminist Resources for Schools and Colleges: A Guide to Curricular Materials.*** (Feminist Press, 1973, College at Old Westbury, Box 334, Old Westbury, N. Y.) Resource bibliography. (S, 10-up) *P*, G.

182. ***Films.*** (University of Wisconsin, Madison, Bureau of Audiovisual Instruction) 16 mm. films for general educational, personal, social and vocational guidance. (S, all pupils). *F*, G.

183. ***Films with Booklets.*** (Association Films, Inc.) 16 mm. sound films with booklets on career information and personal guidance. (7-9). *F* and *P*, G.

184. ***Films and Film Loops.*** (Encyclopedia Britannica Educational Corporation) 8 mm. film loops on job opportunities in transportation, communications, dentistry, sales and service occupations; and 16 mm. films on personal, social, school, and vocational guidance. (7-up). *F*, G.

185. ***Filmstrip Series.*** (Eye Gate House, Inc.) Captioned filmstrips, eight on getting and keeping a job; four on looking toward the future; and nine on occupational education. (7-9). *FS*, A-4, C-4, F-1.

186. ***Find Your Job*** (Book Series) (Finney Company) Designed to help slow learners, underachievers and students in special classes. (7-9). *P*, B-2, C-4.

187. ***Finding Your Life Work.*** (University of Wisconsin, Madison, Bureau of Audiovisual Instruction) 20 min., 16 mm. film points out necessity of knowing oneself and learning about many vocations so one can make intelligent career decisions. (7-9. *F*, A-1, B-1, C-1, C-3.

188. ***The Fireman and His Work.*** (3M Company, Gordon Flesch Company) Understanding of the contributions of the fireman to community safety is developed through guided worksheet activity in which the learner identified commonly distinguished elements of the fireman's uniform, equipment, tools and services. Awareness of fire dangers and the need for fire safety is created. 18 min. (K-3). *T* and *P*, B-2.

189. ***First Things: Sound Filmstrip for Primary Years.*** (Guidance Associates) Series helps children grow in understanding of themselves and others as individuals and members of groups within society. (K-3). *FS* or *S*, A-1, A-2, B-2.

190. ***Flight to Glory.*** Davis, K. S. (Garden City Books) 1960. (4-9). *P*, B-2.

191. ***The Flow of Goods and Services.*** (Popular Science) (7-9). *FS* or *S*, B-3.

192. ***Focus*** (Discovery Through Guidance) Bruck, C. M. (The Bruce Publishing Company) A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus. (7-9). *P*, G.

193. ***Focus on Self Development*** (Kit) (Science Research Associates) Kit includes 5 sound filmstrips, 4 story records, 20 photo cards and an activity book "Here I Am." Designed to help children gain an understanding of themselves, others, the environment, and its effects. (K-3). *Kit*, A-1, A-2, B-3.

194. ***Footnotes to Decisions*** (Series) (Educational Record Sales) This series explores major decisions made by prominent people — students must think through how they might have made similar decisions if they had been in command. (4-6). *T* or *R*, A-5, C-3.

195. ***Foundation for Occupational Planning.*** (Series) (Society for Visual Education) 5 basic filmstrips to aid students in self assessment and career exploration: Who Are You? What do You Like to Do? What Is a Job? What Are Job Families? What Good is School? (4-9). *FS*, C-1.

196. ***Free to Be You and Me.*** (McGraw-Hill) 1974. (Film source not available immediately) (K-6). *F, R, P*, A-1, A-2.

197. ***Future of the Family, The.*** (Guidance Associates) (7-9). *FS* or *R*, B-4, D-3.

198. ***Futurists, The.*** Toffler, A. (Ed.) (Random House) 1972. (S,-10-up). *P*, A-4, B-4, C-3, C-4, E-2, F-4.

199. ***Game of Might Have Been.*** (ROA's Films) On wishful thinking and accepting reality. (K-3). *FS* or *S*, B-1.

200. ***George Westinghouse, Young Inventor.*** Dunham, M. (Bobbs-Merrill, Company, Inc.) 1963. (4-6). *P*, B-2.

201. ***Getting Along on the Job.*** (Kit) (Avid Corporation) Four filmstrips concerning job attitudes, problems, situations and necessary adjustments. (7-up). *FS*, *F-3*.

202. ***Getting Along with Others.*** (Coronet Films) 11 minutes on learning to get along in games, home and school. (K-3), *F*, or *FS*, B-1.

203. ***Getting Along in School*** (Junior Guidance Series) (Science Research Associates) (4-6), *P*, B-1.

204. ***Getting a Job.*** (Encyclopedia Britannica Films) 16 mm. sound, b/w, 16 min. (7-9), *F*, C-4, F-1.

205. ***Getting and Keeping Your First Job.*** (Guidance Associates) This two-part sound filmstrip provides suggestions for successfully making the transition from school to the world of work. (7-9), *FS*, F-1.

206. ***Getting to Know Me Series.*** (ROA's Films)
A Boat Named George, C-102-2. Shows how a few words can clear up misunderstandings and promote friendships and fun; stresses the importance of working with others.
Listen, Jimmy! Jimmy learns the way to win the respect of his classmates is by doing instead of by talking; stresses succeeding the right way.
People Are Like Rainbows, C-102-1. Tells how people both similar and different make up our world; stresses the importance of being yourself.
Strike Three! You're In! C-102-4. Tim can't play baseball but is good at math, so he becomes the team scorekeeper; stresses recognition of one's abilities.
(K-3), *FS*, A-1, A-2, B-1.

207. ***Goals and Dreams.*** (Reid Ray Film Industries, 22698 Ford Parkway, St. Paul) 1968. (7-9), *F*, A-4.

208. ***Goals of Unions.*** (University of Minnesota) (10-up), *F*, F-3.

209. ***Going Places.*** (Charles Cahill and Associates, Inc.) 1966. (7-9), *F*, A-3, A-4, A-5, B-1.

210. Gordon Flesch Series: Let's Meet
(3 M Company, Gordon Flesch Company)
Let's Meet the Teacher. Acquaints the learner with the background and training of the typical elementary classroom teacher and gives them an understanding of the teacher's "homework" in planning the daily lessons and classroom activities of the learner. (13 min.) (K-3), *T* and *P*, B-2.
Let's Meet the Nurse. Through reference to worksheet illustrations, the learner visits a hospital nurse, a dental nurse, a physician's nurse, a school nurse and a visiting nurse, and is oriented to the duties of each in the community. (10 min.) (K-3), *T* and *P*, B-2.
Let's Meet the Doctor. Introduces the doctor's work through guided worksheet identification by the learner of some of the common procedures and equipment a physician uses in a physical examination. Family doctors and specialists are differentiated and their image as a friend to the child is stressed. (14 min.) (K-3), *T* and *P*, B-2.

211. ***Gossip, The.*** (McGraw Hill Textfilms) 1955. (7-9), *F*, A-1, B-3.

212. ***Great Expectations.*** (Prepared by San Fernando Valley AAUW. Available from Myra Fisher, 4805 Dunman Avenue, Woodland Hills, CA) (10-up), Packet of exercises, A-4.

213. ***Grievance Hearing.*** (University of Minnesota) (10-up), *F*, F-3.

214. ***Griper, The.*** (McGraw Hill Textfilms) 1954. (7-9), *F*, A-1, B-1.

215. ***Group Methods Designed to Actualize Human Potential. A Handbook.*** Otto, H. (The Holistic Press, Beverly Hills, CA) (S), *P*, B-1.

216. ***Growing Up.*** (Encyclopedia Britannica) (K-3), *FS* or *S*, A-5.

217. ***Guidance Associates: Labor History.*** (Guidance Associates)
The Great Depression: 1929-1939. (10-up), *FS* and *R*, G.
The Growth of the Labor Movement. (10-up), *FS* and *R*, G, F-3, F-5.
The Industrial Revolution in America. (10-up), *FS* and *R*, G.
The Migrant Worker. (A-2, G); ***The Reckless Years: 1919-1929.*** (G); ***Social Movements: To Change a Nation.*** (G).

218. ***Guidance Associates: Your Job Series.*** (Guidance Associates)
Your First Week on the Job. (10-up), *FS* and *R*, F-1, F-3.
Your Job Interview. (10-up), *FS* and *R*, F-1, F-3.

219. ***Guidance Films.*** (ROA's Films) Offer free 16 mm. career information films (7-9), *F*, G.

220. ***Guidance Kit.*** (Educational Progress Corporation) 60 recorded interviews (tape or cassette); 40 on professional careers and 20 on semi-professional occupations. (7-9), *T*, B-2, C-4.

221. ***Guidance Systems, An Introduction to Personnel Work.*** Blocher, D., Dustin, E. R. and Dugan, W. E. (S), *P*, G.

222. ***Guidance Texts and Charts.*** (American Guidance Service, Inc.) Series focus is on self understanding, friends, school, groups, family and education. (7-9), *P*, A-1, A-2.

223. ***Guide to Sources of Data on Women and Women Workers for the U. S. and for Regions, States and Local Areas.*** (U. S. Department of Labor, Employment Standards Administration, Women's Bureau) 1972. Free. Resource bibliography. (S), *P*, A-2.

224. ***Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories.*** (S), *P*, B-1, G.

225. ***Health Careers.*** (Lawren Productions, Inc.) Four filmstrips to introduce allied health careers; with records and/or tapes. (7-9). *FS*, B-2, C-4.

226. ***Health Careers Guidebook.*** (U. S. Government Printing Office) 1969. Written for young people, describes 200 jobs in health field and gives information about education, training, and licensing and requirements; salaries, working conditions, and job prospects. (7-9), *P*, C-1, C-2, C-4.

227. ***Helpers at our School. Helpers in our Community. Helpers Who Come to Our House.*** (Coronet Films) Series on occupations that help operate their school, make the community a good place to live, and bring services into the home. (K-3), *F*, B-2.

228. ***Heredity and Environment.*** Engle, T. L. *(Psychology.* Ch. 9) 1964. (10-up), *P*, A-1, A-3, A-4, B-3.

229. ***Her Story.*** DeKock, P. (Available from Interact, Box 262, Lakeside, CA) Simulation. (10-up), *P*, G.

230. ***High School Course Selection and Your Career.*** (Guidance Associates) Two sound film strips provide a basic introduction to course planning and shows relationship of education choice and career planning. (7-9), *FS*, C-4.

231. ***Honest Truth, The: What Do You Think Series.*** (McGraw Hill Textfilms) 1953. (10-up), *F*, A-1, A-5.

232. ***How Do You Feel?*** (Imperial Films) Set of six captioned filmstrips on feelings about being alone, school, home and family, other children, community, plants, and animals. (4-6), *FS*, A-1.

233. ***How to Find a Job*** (Kit) (Valient IMC) Kit contains transperencies and ditto masters. Designed to give students first hand information on job applications, W-2 forms, withholding forms, etc. (7-9), *Kit*, C-4, F-1.

234. ***How Ideology Shapes Women's Lives.*** (Scientific American, Jan. 1972, 226) (S), *P*, A-4.

235. ***How to Investigate Vocations.*** (Coronet Films) 11 min., 16 mm. film shows a high school boy taking "tests," reading about vocations, talking to people in various occupations, and getting summer job experience to determine interests, traits, and aptitudes (7-up), *F*, B-1, B-2, C-1, C-3, C-4.

236. ***How to Study Occupations.*** (Popular Science Audio Visuals) Captioned filmstrip covers prospects and job qualifications for various kinds of work and methods of investigation. (7-9), *FS*, C-4.

237. ***How We Get Our Clothing.*** McCall, E. (Benefic) (K-3), *P*, B-2.

238. ***Human Value Series, The.*** Arnspiger, C. V. (Steck-Vaugn Company) 3 books — Values to Learn, Values to Share, Values to Live By. Teach human value relationships. (4-6), *P*, B-1, C-1, D-1, D-2.

239. ***I Believe.*** (Educational Record Sales) (4-6), *T* of *R*, C-1.

240. ***I Like to Be Me.*** Geddes, B. D. (Viking Press) (K-3), *P*, A-1.

241. ***I Want to Be . . .*** Series. (Educational Enrichment Materials, Inc.) Filmstrips designed to introduce children to various career areas, Doctor, Fireman, Librarian, Nurse, Pilot, Teacher. (K-3), *FS*, *B-2*.

242. ***I Want to Be . . .*** Series. Greene, C. (Children's Press) A set of 42 books divided into six major classifications for independent reading to show the imponance of work and the interdependency of man. Community helpers, food providers, tradesmen and businessmen, transportation and communication, professional occupations and other basic interest areas. (K-3), *P*, B-2.

243. ***I Want to Be*** (Series). (Richtext Press) A guidance reading program of 36 books. Also includes pupil language skill notebooks and an annotated teachers notebook. (7-9), *P*, B, C, G.

244. ***I Want to Be a Postman.*** Green, C. (Children's Press) (K-3), *P*, B-2.

245. ***Ideas, People, Things.*** (Wisconsin Employment Service) Pamphlet points out that while most jobs require dealing with all three to some extent, there are some which deal primarily with ideas, with people, or with things, or with a combination of two of them. A few jobs classified in this manner are given as examples. (4-6), *P*, C-1, C-2.

246. ***If Everybody Did.*** Stover. (David McKay Company) (K-3), *P*, A-1, A-2, B-1.

247. ***If I Were a Sailor.*** in Music for Young Americans Song Book. (American Book Company) (4-6), *song* B-2.

248. ***If You're Not Going to College.*** (Guidance Associates) (7-9), *FS* or *S*, B-1, C-3, C-4.

249. ***Improve Your Personality.*** (Coronet Instructional Films) 1950. (7-up), *F*, A-1, B-1.

250. ***In a Medical Laboratory.*** (National Committee for Careers in Medical Technology) 1967. Free loan. 28 min., color film on careers in medical technology. Highly recommended by NVGA. (7-9), *F*, B-2, C-4.

251. ***Instinct of Workmanship, The.*** Veblen, T. (W. Norton Company) 1964. (10-up), *P*, C-1, C-2, D-1, D-2, F-5.

252. ***Instinct of Workmanship and the State of the Industrial Arts, The.*** MacMillan Company, 1914; reprinted in paperback, W. W. Norton Company, 1964) (7-up), *P*, C-1, D-1, D-2.

253. ***Instructional Objectives Exchange — Measures of Self-Concept K-12.*** (Instructional Objectives Exchange, P. O. Box 24095, Los Angeles) Family, peer, school-related self-concept. (S), *P*, A-1.

254. ***Interaction Process Analysis.*** Bales, R. F. (Addison-Wesley) 1950. (S), *P*, D-2.

255. ***Interests Pay Off.*** (Popular Science) (7-9), *FS*, C-1.

256. ***Introduction to Economic Reasoning, An.*** (The Brookings Institution, Washington, D. C.) 1956. (4th edition paperback, 1967) (S), *P*, C-3.

257. ***It's Your Move: Decisions for Discussion.*** (Coronet Films) (7-9), *F*, C-3.

258. ***Jackie Robinson.*** 1965. (Minneapolis Public Library) (7-9), *F*, A-3, B-2.

259. ***Janitor's Girl, The*** Friedman, F. (Morrow Publishing Company) Book stresses person's unique individuality and the contributions each person can make to a total effort. (4-6), *P*, A-1, A-2, A-5.

260. ***Joan and Paul.*** Emma Willard Task Force on Education. (Emma Willard Task Force on Education, Minneapolis) Teaching guide (counseling or teaching) for role playing approach to career counseling. (10-up), *P*, C-3, D-1, D-2, E-1.

261. ***Job Experience Kits.*** (Science Research Associates) Kits are a collection of work-simulation experiences in 20 representative occupations designed to give students opportunities to solve problems typical to the occupation. (7-9), ***kits***, C-2, C-3, C-4.

262. ***Job Family Series.*** (Science Research Associates) Set of 20 booklets broadens student's range of occupational consideration. Describe jobs at several educational levels within job families. (7-9)*P*, B-2, C-4.

263. ***Job Finding.*** (Sets I and II) (Popular Science) 1970 catalog. I. Set of 5 filmstrips: 309 — So You want a Summer Job; 234 — How to Get a Job and Keep It; 351 — When you Go to Work; 370—Where Will You Live and Work?; 380—How to Find a Job for Yourself. (7-9), *FS*, F-1.

264. ***Job Guide for Young Workers.*** (U. S. Government Printing Office) Presents highlights on entry jobs or fields of work frequently held by young people leaving high school. Includes tips on how to get a job. (7-9), *P*, B-2, C-4, F-1.

265. ***Job Reviews.*** (National Association of Manufacturers) Booklets provide information on entry jobs not requiring more than a high school diploma. (7-9), *P*, C-4.

266. ***Job that Goes Someplace, A.*** (Guidance Associates) (10-up), *FS* and *R*, C-3, C-4, E-1, E-3, F-1, F-5.

267. ***Job in Your Future, The.*** (Science Research Associates) A junior guidance booklet. (7-up), *P*, A-4, B-4, C-4.

268. ***JOB-O*** (Judgement of Occupational Behavior-Orientation) (CFKR Career Materials, P. O. Box 4, Belmont, CA) Game-like self-assessing decision-making program (7-up), ***program***, G.

269. ***Jobs and Gender.*** (Guidance Associates) (10-up), *FS* and *R*, B-2, B-4, C-1, C-2, D-2.

270. ***Jobs in the Health Field.*** (State Employment Service Agencies or Louis De Rochemont Associates) 1967. 11 min. color film on health careers. Highly recommended by NVGA. (7-9), *F*, B-2, C-4.

271. ***Jobs for the Now Generation.*** (Bowmar) (7-9), *FS*, or *S*, B-2, C-4.

272. ***Jobs and Their Environment on the Job.*** (McGraw-Hill) (7-9), *F*, B-3, B-4, C-2.

273. ***Journey to Nowhere.*** (Audio Visual Aid Department, Minnesota Council of Churches) (7-up), *F*, A-2, A-3, B-3.

274. ***Joy.*** Schutz, W. (Grove Press, Inc.) (10-up), *P*, A-1, C-1, D-1, D-2.

275. ***Junior Guidance Series Booklets.*** (Science Research Associates). Booklets provide helpful directions for children as each moves from childhood to adolescence. (4-9), *P*, A-5, B-1, G.

276. ***Junior High: A Time for Change.*** (McGraw Hill Textfilms) (7-9), *F*, A-1, A-2.

277. ***Just Me.*** Ets, M. H. (Viking Press) (K-3), *P*, A-1.

278. ***Just What Do Mothers Do?*** (Edu-Craft, Inc.) (4-6), *FS* or *S*, B-2.

279. ***Keep Up With Your Studies.*** (Coronet Films) 10 min. Motivates interest in doing well. (4-6), *F*, B-1.

280. ***Kindness to Others.*** (Coronet Films) Shows Sam's experiences with his classmates and the pleasures that come from practicing kindness. (K-3), *F*, B-1, B-2.

281. ***Know Yourself.*** (McGraw Hill) (7-9), *P*, A-1.

282. ***Labor Force in Flux.*** (University of Minnesota) (10-up), *F*, B-4, B-5, E-2.

283. ***Leaders, Dreamers, and Heroes.*** (Educational Reading Services) Historic deeds of frontier leaders and heroes who built a nation out of wilderness. Daniel Boone, Francis Marion, Davy Crocket, Lewis and Clark, Kit Carson, Buffalo Bill, John Paul Jones. (4-6), *P*, B-2.

284. ***Learning Equals Earning.*** (NEWIST) T. V. Guidance Series. After first six programs on self understanding and two on school guidance services, there are over twenty videotaped field trips into business and industry. (7-9), ***video series***, B-1, B-2, C-1, C-4.

285. ***Learning from Disappointments.*** (Coronet Films) 1961. 11 min. Helps in growing up and learning to handle a common problem, disappointments. (4-6). *E*, B-1.

286. ***Learning Kit for Guidance Counselors and Counselor Educators to Aid in the Deliverance of Sex-fair Counseling.*** Six-hour training kit; self administered; (esp. in career counseling); includes resource guide. Available from Carol B. Crump, Abt Associates, Inc., 55 Wheeler St., Cambridge, MA. (S). *kit*, G.

287. ***Life Styles and Work: A Career Education Resource Guide.*** Hansen, L., Klaurens, M. and Tennyson, W. (Minnesota Department of Education, Pupil Personnel Section) 1972. (S). *P*, C-1, D-1, D-2, G.

288. ***Learning to Live*** (Series). (Radio House) 16 tapes. A panel of children and a moderator discuss 16 topics concerning precepts, habits and attitudes of everyday living. (4-6). *T*, A-1, A-2, B-1.

289. ***Learning to Live Together Series.*** (ROA's Films) ***Learning to Be Forgiving***, F801-3; ***Learning How to Be Liked***, F802-3; ***Learning to Be Unselfish***, F801-4; ***Learning to Make Friends***, F802-4; ***Working Together in the Family***, E801-1. Series encourages students to understand and respect other people; teaches that tolerance and understanding can lead to more wholesome friendships and that life can be more enjoyable by learning to live with others; shows how family cooperation leads to happier relationships. (K-3). *FS* or *S*, B-1.

290. ***Learning to Make Decisions.*** (Singer Education and Training Products. Society for Visual Education (SVE) Sound filmstrip, 49 frames, 10 minutes. (7-9). *FS*, B-1, C-3.

291. ***Learning Social Skills — Interpersonal Relations*** (Set). The Challenge Reader Series. (McCormick Mathers Publishing Company, Inc.) 6 books, non-graded. (4-6). *P*, B-1.

292. ***Let's Help Mommy.*** (Children's Record Guild) (K-3). *T* or *R*, B-2.

293. ***Let's Share with Others.*** (Coronet Films) 11 min. on different ways of sharing; when we should and should not share. (K-3). *F*, B-1.

294. ***Life Career — Game.*** Boocook, S. S. (Western Publishing Company, Inc.) 1968. A game designed to give students a feeling for the future, information about alternatives and opportunities available, a sense of how a life cycle is patterned and practiced in decision making. (7-9). *O*, A-4, C-3, G.

295. ***Life in the Teens.*** (Success Motivation Institute) Ten cassette taped lessons for teenagers, include aids in self-understanding, motivation for success in school, and selecting and planning your career. (7-9). *T*, A-1, A-4, B-1, C-1, C-3, C-4, D, E.

296. ***Liking Your Job and Your Life*** (Series). (Guidance Associates) (7-up). *FS* and *R*, C-1, D-1, D-2.

297. ***Listen, Listen . . .*** (Ford Motor Company) 1968. Free rental, 25 min., 15 mm. sound color film on various pathways leading to career fulfillment. (7-9). *F*, C-4.

298. ***Lives in Progress.*** White, R. W. (Holt, Rinehart, Winston) (10-up). *P*, B-2, C-1, C-2.

299. ***Lives of Poor Boys who Become Famous.*** Balton, S. D. (Crowell Company) Stimulates interest in investigating individual's motivations to overcome obstacles to fulfill a goal. (4-6). *P*, B-1, B-2.

300. ***Living With Your Family.*** (Society for Visual Education) (K-3). *FS* or *S*, B-1.

301. ***Living Work of Albert Schweitzer.*** (Minneapolis Public Library) (7-9). *F*, B-2, D-1.

302. ***Lonely Crowd, The.*** (Yale University Press) 1950. (10-up). *P*, C-1, D-1, D-2.

303. ***Looking Ahead to a Career.*** Occupational Outlook Service. (U. S. Government Printing Office) 1967. A set of 36 color slides with narrative showing changing occupational and industrial mix and what it forecasts for the next decade. (7-9). *S*, B-4, B-5.

304. ***Look Who's Wearing Lipstick!*** Marshall, P. (Reprinted from ***Manpower***, Dec. 1972, 4. U. S. Department of Labor, Women's Bureau, Washington, D. C.) (S, 10-up). *P*, A-2, C-2.

305. ***Lumberjack's Song, The.*** in Music for Young Americans Song Book. (American Book Company) (4-6). song, B-2.

306. ***Magic With Manners.*** (Radio House) This series is designed to help boys and girls cope successfully with problems which they meet as they begin to grow up (emphasis on common-sense attitude of consideration for others). (4-6). *T* or *R*, A-5, B-1.

307. ***The Mailman and his Work.*** (3M Company, Gordon Flesch Company) Orients the learner to the essentials of U. S. mail service and the jobs of the mailman and some coworkers. Worksheet pictures and response items involve the learner in identifying mail boxes, transportation equipment, stamps and other components of mail service observed in daily life. 16 min. (K-3). *T*, and P, B-2.

308. ***Making a Decision in the Family.*** 1959. (McGraw Hill Textfilms.) (7-9). *F*, A-1, C-3.

309. ***Making Decisions.*** (Popular Science) (7-9). *FS* or *S*, C-3.

310. ***Making Friends.*** (Encyclopedia Britannica) 1954. (7-9). *F*, A-1, B-1.

311. ***Making Friends Series.*** (BFA Educational Media) ***How Do You Rate at Home. How Do You Rate at School. How Do You Rate With Your Friends.*** Captioned filmstrips. This ser es designed for group discussions in a participation unit with review frames and checklists to enable students to rate themselves at the conclusion of each filmstrip. (K-3), ***FS***, A-1.

312. ***Making Vocational Choices: A Theory of Careers.*** Holland, J. L. (Prentice-Hall) 1973. (S), ***P***, C-3, G.

313. ***Making Work Easier.*** (Encyclopedia Britannica) 1964. Machines and safety — Shows how scientific principles ease work. (4-6), ***F***, C-1.

314. ***Man in a World at Work.*** Borow, H. (Houghton-Mifflin Company), 1964. (7-up), ***P***, B-3, G.

315. ***Man in a World at Work.*** Havighurst, R. J. (Houghton-Mifflin Company) 1964. (10-up), ***P***, B-3, G.

316. ***Manpower and Economic Education: Opportunities in American Economic Life.*** (Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York. Also published and distributed by Interstate Printers and Publishers, Inc., Danville, Illinois) 1968. Sample lessons. (S), ***P***, A-1, C-1, C-2, D-2, E-1, E-5.

317. ***Man's Work, A.*** List, G. (Ed.) (McGraw Hill Book Company) 50 records. (7-up), ***R***, C-4, G.

318. ***Masculinity and Femininity.*** (Guidance Associates) (10-up), ***FS*** and ***R***, A-1, A-2, B-3, B-4.

319. ***Materials on Responsibility.*** (Adlerian Institute, 735 Snelling Avenue North, St. Paul) (S, 10-up), ***P***, A-5.

320. ***Me, Myself, and I*** (Series). Series includes: How Can I Improve Myself; Where Do We Go From Here; What About Other People; Who Am I; Why Do My Feelings Change; What Can I Do About It. (in K-12 Guide for Integrating Career Development into Local Curriculum. Drier, H. N., Jr. Charles A. Jones Publishing Company) (4-6), ***FS***, B-1.

321. ***Meaning of Work, The.*** (Popular Science Audio Visuals, Inc.), 1970. Captioned filmstrip depicts work as man's major activity and discusses the changing nature of the work force. (4-9), ***FS***, B-4, B-5.

322. ***Meanings Are in People.*** (University of Minnesota) (10-up), ***F***, B-1, F-3, F-5.

323. ***Meditations for the Modern Classroom.*** (Educational Record Sales) Words of spiritual uplift are read which are in harmony with the Supreme Court ruling on inspirational readings appropriate to public schools. Stress character building, morality and good citizenship. (4-6), ***T*** or ***R***, B-1.

324. ***Men at Work.*** In New Music Horizons Song Book. (Silver Burdett Company) (4-6), Song, B-2.

325. ***Mental Health: Keeping Mentally Fit.*** (Encyclopedia Britannica) 1954. (7-up), ***F***, B-3.

326. ***Minnesota Department of Employment Security: Labor Force Data.*** (Minnesota Department of Employment Security, 369 Cedar Street, St. Paul) 1. ***Minnesota Health Service Survey.*** 2. ***Minnesota Shortage Occupations Survey.*** 3. ***Summary of Current Economic Facts and Labor Force Data.*** (S), ***P***, B-5, G.

327. ***Minnesota Employment Trends.*** (Minnesota Department of Manpower Series, 390 North Robert Street, St. Paul) Free on request. (S, 10-up), ***P***, B-4, B-5, C-3, C-4.

328. ***Minnesota Senior Newsletter.*** Fuller, E. and Fuller, R. (Eds.) (Minnesota Guidance Series, St. Paul) Free on request. (10-up), ***P***, C-3.

329. ***Minnesota's Manpower, 1960-75.*** (Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul) (S, 10-up), ***P***, B-4, C-3, C-4.

330. ***Miracles: Poems Written by Children.*** (Educational Record Sales) This record demonstrates that poetry written by children has much to offer to listeners. (4-6), ***R***, A-1.

331. ***Modern American Career Women.*** Clymer, E. and Erlich, L. (Dodd, Mead & Company) 1959. (4-9), ***P***, B-2.

332. ***Modern Women: The Uneasy Life.*** (Produced by NET — The Public Television Network) 16 mm, interviews. (S, 10-up), ***F***, B-5, C-1, D-1, D-2, E-1.

333. ***Moral Value Series.*** (Warren Scholoat Productions, Inc. Gordon Flesch Company) Series of open-ended dilemma situations. Viewers make a choice of appropriate responses to everyday human problems or situations. (4-6), ***FS***, D-1, D-2.

334. ***More Hands for Man: The Story of the Industrial Revolution.*** Spencer, C. (John Day Co., Inc.) 1960. (4-6), ***P***, B-4.

335. ***More Power for the Job.*** (International Film Bureau) 19 min. color film. Explains the need for young people to plan careers while still in school. (7-9), ***F***, A-4, C-4.

336. ***Mothers Work Too.*** (Educational Reading Service) Filmstrips show six working mothers at home with their families and follow them through their working day. (K-3), ***FS***, B-2.

337. ***My Father Works.*** (3M Company. Gordon Flesch Company) Builds awareness that many different kinds of work are necessary to keep the world we live in functioning. The learner identifies worksheet illustrations of a variety of jobs involving different levels of skill and is guided to recognize that all work is worthwhile. 14 min. (K-3), ***T*** and ***P***, B-1, B-2.

338. ***My Life to Lead.*** (Coronet Films) (7-9), *F*, A-1, B-1, C-1.

339. ***National Vocational Guidance Association Current Career Information Bibliography.*** Swan, R. J. and Ellis, B. W. (National Vocational Guidance Association, Washington, D.C.) 1969. (S, 10-up), *P*, A-4, B-1.

340. ***Natural Superiority of Women, The.*** Montague, A. (7-up), *P*, A-4, B-1.

341. ***NEA Resources Kit on Sex Roles in Education.*** Resource Center on Sex Roles in Education. (Available from Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D. C.) Includes newsletter. (S, 10-up), ***Multimedia***, G.

342. ***New Career Opportunities.*** (Popular Science) (7-9), *FS* or *S*, B-5, C-4.

343. ***New Careers.*** (U. S. Government Printing Office) Pamphlet describes jobs with a future and a profession. (7-9), *P*, B-4, C-4.

344. ***New House. The: Where Did It Come From.*** (Coronet Films) Child learns that many people work together to build the houses we live in. (K-3), *F*, B-2.

345. ***New Music Horizons.*** (Silver Burdette Company) Includes the following songs: Down In a Coal Mine, Freight Boats, Men at Work, Peanut Picking Song, Rich Harvest. (4-6), *P*, ***Songs***, A-2, B-2.

346. ***Newspaper Serves Its Community, A.*** (Film Associates of California) (4-6), *F*, B-2.

347. ***Occupational Abstracts.*** (Personnel Services, Inc.) Available individually and by annual subscription. (7-9), *P*, B-2, C-4.

348. ***Occupational Information.*** Baer and Roeber. (Science Research Associates) 1964, (S, 7-up), P, G.

349. ***Occupational Information.*** Hoppock, R. (McGraw-Hill), 1967. (10-up), *P*, G.

350. ***Occupational Interview Cassettes.*** Imperial International Learning. (Carlton Films) A series of 50 on-the-job interviews provides students with insight into the work-a-day world from people who actually do the work. (7-9), *T*, B-2, C-1, C-2, C-4.

351. ***Occupational Guidance.*** (Finney Company) A series of 800 occupational briefs, including those of interest to job bound as well as college bound youth. (7-up), *P*, B-2, C-4.

352. ***Occupational Outlook Handbook.*** U. S. Department of Labor. (U. S. Government Printing Office) Published every two years. Includes a section on "Tomorrow's Jobs", and over 700 individual occupation reports. Occupations are grouped into related fields. (10-up), *P*, B-2, C-4.

353. ***Occupational Reinforcer Patterns*** (Dawes, R. V., Borgen, E. and Weiss, D. (Bulletin 48, Industrial Relations Center, University of Minnesota) 1968. (S), *P*, C-2, F-2, F-3.

354. ***Occupations and Careers.*** (McGraw-Hill) (7-9), *P*, G.

355. ***On the Job: Four Trainees.*** Guidance Associates) (7-9), *FS* and *R*, C-4, G.

356. ***On-the-Job Interview Series.*** (Valient IMC) 50 tapes of actual on-the-job interviews, varying in length from 15 to 25 minutes. (7-9), *T*, B-2.

357. ***Open Door Books.*** (Sextant Systems, Inc.) Twenty-four fascinating autobiographies by contemporary Americans from minority backgrounds who achieved success against odds. Mini-book size. (7-up), *P*, B-2.

358. ***Opportunities in Retailing Span the Centuries.*** (Merchandiser Film Productions) An 11 minute tape presenting the challenges and benefits of a career in retailing. (7-9), *T*, B-2.

359. ***Other Choices for Becoming a Woman.*** Mitchell, J. (KNOW, Inc.) 1974. Handbook (10-up), *P*, A-1, C-1, C-3, D-1, D-2.

360. ***Our Changing World.*** (San Diego County Department of Education Audio Visual Services) Changes that have occurred in our society. (4-9), *FS* or *S*, B-4, B-5.

361. ***Our Family Works Together.*** Churchill. (Henk Newenhouse, Inc.) A family trip, off to a poor start, becomes a success as each member does his/her job. (K-3), *F*, A-5, B-1.

362. ***Our Community Services.*** (Encyclopedia Britannica) (K-3) *F*, B-2.

363. ***Our School Workers.*** (McGraw-Hill) (K-3), *FS*, or *S*, B-2.

364. ***Our Working World.*** (Science Research Associates) Our working world focuses on the family in the first grade. In step with the child's growing world, the program expands to the neighborhood in the second grade and to the entire metropolitan community in the third. A complete set of materials for each grade includes one Record Set, one textbook, one activity per student and one Teachers Resource Unit. Families at Work — Grade 1; Neighbors at work — Grade 2; Cities at Work — Grade 3, (K-3), *Kit*, A-1, A-2.

365. ***Our World of Work.*** Wolfbein, S. and Goldstein, H. (Science Research Associates) 1970. (7-up), *P*, B-4, C-2, C-4.

366. ***An Overview of Technical Education.*** (Science Research Associates) (7-9), *FS* or *S*, C-4.

367. ***Painted Rock to Printed Page.*** Rogers, F. (J. B. Lippincott Company) 1960. Occupational change over the years. (4-6), *P*, B-4.

368. ***Paper.*** Meyer, J. S. (World Publishing Company) 1960. Historic treatment. (4-6), *P*, B-2.

369. ***Parent Effectiveness Training.*** Gordon, T. (Peter H. Wyden, Inc.) 1971. (S), *P*, A-1, A-5, B-1, B-2, B-3.

370. ***Parents' Role in Career Development.*** NVGA and Los Angeles Personnel and Guidance Association. Knapp, D. L. and Bedford, J. (APGA, Washington, D. C.) 1967. (For parents), ***P,*** A-1, G.

371. ***Pattern and Growth in Personality.*** Allport, G. (Holt, Rinehart, and Winston) 1961. (S), ***P,*** A-1.

372. ***Patterns of Behavior*** (Series) (Eyegate House) 9 filmstrips. (4-6), ***FS,*** A-1, A-2.

373. ***Pelle's New Suit.*** Beskov, E. (Harper) (K-3), ***P,*** A-5, B-2.

374. ***People Are Different and Alike.*** (Coronet Films) (4-6), ***F,*** A-2.

375. ***People Around Us, The.*** National Forum Foundation. (American Guildance Service, Inc.) Keyed to grade 5 — deals with personal development needs of pre-teen children and the environment of present day cultural complexity. Classroom charts are available to coincide with chapters in book. (4-6), ***P,*** A-1, B-3.

376. ***People We Know.*** (Guidance Associates) (4-6), ***FS,*** A-2.

377. ***People Who Help Our Community.*** (Troll Associates/Educational Reading Service) Ten color transparencies show children how workers contribute to make the community a safe, clean, pleasant place to live. (K-3), ***Transparencies,*** B-2.

378. ***People Who Work at Night.*** (Film Associates of California) 13 minute film. (K-3), ***F,*** B-2.

379. ***Person to Person Communication.*** (University of Minnesota) (10-up), ***F,*** B-1, F-3.

380. ***Personal Qualifications for Job Success.*** (Coronet Instructional Films) 1952. (7-9), ***F,*** C-4, E-3, F-3.

381. ***Personality and Emotions.*** (Encyclopedia Britannica) 1955. (7-up), ***F,*** A-1.

382. ***Picture Charts for Occupations.*** (F. A. Owen Publishing Company) Charts. (4-6), ***P,*** B-2.

383. ***Pilot — Copilot.*** (Imperial Productions, Inc.) (4-6), ***T*** or ***R,*** B-2.

384. ***Planning Ahead for the World of Work.*** Vetter, L. and Sethney, B. (The Center for Vocational and Technical Education, The Ohio State University, Columbus) 1970. Materials for students; teaching guide. Available from ERIC Documents. Reproduction Service, Drawer O, Bethesda, Maryland. (S, 10-up), ***P,*** C-3, D-2, E-1.

385. ***Planning Beyond High School.*** (Valient IMC) This series of six records, tapes or cassettes helps the student investigate the broad range of alternatives open to students after graduation from high school. (7-9), ***R*** or ***T,*** C-4.

386. ***Planning My Future.*** Neugarten, B. L. (American Guidance Service, Inc.) 1964. One of a series of graded guidance texts. Flip charts to stimulate discussion are also available. (7-9), ***P,*** C-1, C-3, D-E.

387. ***Planning Your Career.*** Calvert, R., Jr. (McGraw-Hill Book Company) (7-9), ***P,*** C, E.

388. ***Planning Your Career.*** (Encyclopedia Britannica) (7-9), ***F,*** C, E.

389. ***Planning Your Job Future.*** Stoups, E. and Rosenheim, L. (Science Research Associates) A 40-page booklet on discovering your interests, developing your abilities, your personality, learning about jobs, and relating interest, abilities and personality to jobs. (7-9), ***P,*** A-1, B-1, C-1, C-4, D-1, D-2.

390. ***The Policeman and his Work.*** (3M Company. Gordon Flesch Company) Introduces the learner in simple terms to the role of the police officer in the community. In worksheet illustrations the learner identifies the officer's uniform, badge and some of the common equipment used in police work. The image of the police officer as a friend is developed. 23 minutes. (K-3), ***T*** and ***P,*** B-2.

391. ***Politicians and What They Do.*** Botter, D. and Watts, F. 1960. (4-6), ***P,*** B-2.

392. ***Preparing for Jobs of the 70's.*** (Guidance Associates) (7-up), ***F*** or ***FS*** and ***R,*** B-3, C-4.

393. ***Preparing for the Jobs of the 70's and 80's.*** (Wisconsin State Employment Service, Department of Industry, Labor and Human Relations) (10-up), ***P,*** B-2, C-4.

394. ***Preparing for the World of Work.*** (Guidance Associates) This two-part sound filmstrip demonstrates the necessity of choosing occupations in line with aptitudes and interests and investigates five major areas of vocational education. (7-9), ***FS*** and ***R,*** C-1, C-4.

395. ***Pre-Recorded Tapes for Vocational Guidance.*** (Imperial Productions) A series of 50 on-the-job interviews cover working conditions, occupational demands, fringe benefits, earnings, retirement, job qualifications, etc. (7-9), ***T,*** C-1, C-2, C-4.

396. ***Problem with Parents, The.*** (ROA's Films). 9 minutes, 46 frames. Covers identification, communications, mutual respect. (7-9), ***FS,*** B-1.

397. ***Procrastinator, The.*** (McGraw Hill Textfilms) 1952. (7-up), ***F,*** A-5.

398. ***Profiles in Success, Forty Lives of Achievement.*** Silver, L. J. Fountainhead Publishers, Inc., New York, New York) 1965. (7-9), ***P,*** A-4, B-2.

399. ***Promise of the Rainbow.*** Fry, R. K. (Farrar Publishing Company) Story stresses the importance of each person as a unique individual. (4-6), ***P,*** A-1.

400. ***Public Service Careers.*** (U.S. Government Printing Office) Pamphlet describes jobs and advancement in public agencies. (7-9), *P*, B-2, C-4.

401. ***Quarterback, The.*** (National Association of Manufacturers) 1951. (7-9), *F*, B-1.

402. ***Quest*** (Discovery Through Guidance). Bruck, C. M. (The Bruce Publishing Company) A group guidance booklet for 7th grades with units on educational quest, social quest, personal quest, and vocational quest. (7-9), *P*, A-4.

403. ***Racial and Sex Role Stereotyping in Career Information Illustration.*** Birk, M., Cooper, and Tanney, M. F. (Available from the authors at the University of Maryland, College Park, Maryland) Looks at *OOH*, Encyclopedia of Careers and Vocational Guidance, etc. (S), *S*, G.

404. ***Random House Program for Elementary Guidance.*** (Random House) Set of 33 high interest books as case studies — explores personality development. (S, 4-6), *P*, A-1.

405. ***Reaching Out: Inter-Personal Effectiveness and Self-Actualization.*** Johnson, D. W. (Prentice-Hall, Inc.) 1972. Communication, conflict and negotiation — includes learning activities. (S), *P*, B-1.

406. ***Reflections of Myself: The Adolescent Experience. A Resource Guide for Career Development in the Senior High School.*** Benson, A. N. (10-up), *FS* and *R*, A-1, A-5.

407. ***Resource Guide for Career Development in the Junior High School, A.*** Benson, A. N. (Minnesota Department of Education, Pupil Personnel Section) 1972. Resources catalogued here. (S), *P*, G.

408. ***Responsibility.*** (McGraw Hill Book Company) 1953. (7-9), *F*, A-5.

409. ***Revolution in Women's Sports.*** (Reprint from ***Women Sports,*** September 1974. 1660 S. Amphlett Blvd., Suite 266, San Mateo, California) (10-up), *P*, B-1.

410. ***Robert Goes Shopping.*** (ROA's Films) Depicts elements of the neighborhood; what stores offer; individuals as consumers. (K-3), *FS* or *S*, A-1, A-2, B-2.

411. ***Robot.*** (Available from Fundamentals, P. O. Box South, Pasadena, California) Non-sexist work roles, version of "Old Maid." (4-up), ***Card game,*** G.

412. ***Role of Women in American Society, The.*** Naiman, Adeline. (Available from Ms. Adeline Naiman, Educational Development Center, 55 Chapel St., Newton, Massachussetts) 10-unit film-based curriculum. Includes resource guides. (10-up), *F*, C-3, D-1, D-2, E-1, F-2.

413. ***Roles and Goals.*** (Argus Communication) (10-up), *FS* and *R*, D-2, G.

414. ***Roots of Labor Unions.*** (University of Minnesota) (10-up), F.

415. ***Satisfaction Guaranteed.*** (Connecticut Mutual Life Insurance Company, Hartford, Connecticut) (7-9), *P*, C-1, D-1, D-2, E-1.

416. ***Saturday's Child.*** (Bantam Books) 1974. Women photographed and interviewed in nontraditional jobs. (10-up), *P*, G.

417. ***School Helpers.*** (Audio-Visual Division, Educational Reading Service) Series makes students aware of contibutions by school staff. Told through a simple story. (K-3), *FS*, B-2.

418. ***School and School Helpers.*** (David Cook Publishing Company) 1969. (K-3), ***Teaching pictures,*** B-2.

419. ***(School Subject) and Your Career*** (Series). (Bureau of Labor Statistics. U.S. Department of Labor) 1970. Free. A series of leaflets entitled: Biology and Your Career, English and Your Career, Foreign Language and Your Career, Math and Your Career, Science and Your Career, Social Science and Your Career. (7-9), *P*, C-4.

420. ***Science Research Associates: Social Science Laboratory Units.*** 1969.
   1. ***Charting Your Job Future.*** (7-9), *P*, C-1, C-4, D-1, D-2, E-1, E-2, E-3.
   2. ***Deciding by Doing.*** Project Book. (6), *P*, C-3.
   3. ***Individuals and Groups.*** Project Book (5), *P*, B-3.
   4. ***Influencing Each Other.*** Project Book. (7), *P*, B-1.

421. ***Search — Discovery Through Guidance.*** (Bruce Publishing Company) Searchlight on self — students have opportunities to evaluate their personal feelings and goals. (4-6), *O*, A-1, C-1.

422. ***See a Job Series.*** (McGraw-Hill Films) This series of sound filmstrips is particularly useful for students with poor reading and writing skills. (7-9), *FS*, B-2, C-4.

423. ***Seeing Ourselves.*** (National Forum Foundation, American Guidance Service) 1965. Keyed to grade 6, this is one of a graded series of developmental guidance texts, teacher's guides, and flip charts for class discussion. It deals with what we know about ourselves, other people, school, families, friends, groups, jobs. (4-6), *P*, A-1, A-2.

424. ***Selected Characteristics of Occupations by Worker Traits and Physical Strength.*** (U.S. Government Printing Office) 1968. A supplement to the Dictionary of Occupational Titles which lists jobs by worker traits with subdivisions by level of strength required. (7-up), *P*, C-4, E.

425. ***Self-Directed Search, A. Guide for Educational-Vocational Planning.*** (Consultant, Psychologist Press) (10-up), *P*, E, G.

426. ***Sex Role Stereotyping for the Human Services.*** (Minnesota Resource Center for Social Work Education. Available from Minnesota Resource Center for Social Work Education, Augsburg College, Minneapolis) Information and exercises. (S), *P*, G.

427. ***Sexism in Education*** (Emma Willard Task Force on Education, Box 14229, University Station, Minneapolis) (S), *P*, B-1.

428. ***Significant Others: A Career Education Resource Guide.*** Antholz, M. B., et al. (Minnesota Department of Education, Pupil Personnel Section) (S), *P*, A-2, G.

429. ***Since Yesterday, the Nineteen Thirties in America.*** Allen, F. L. (Harper and Brothers) 1940. (7-up), *P*, B-4.

430. ***Sir Isaac Newton: Scientist — Mathematician.*** Houston, W. R. and DeVault, M. V. (Steck-Vaugn Company) (4-6), *P*, B-2.

431. ***Sixteen in Webster Groves.*** (University of Minnesota. WCCO-TV (10-up), *F*, A-1, D-1, D-2.

432. ***Skills That Pay Off.*** (Popular Science) (7-9), *FS* or *S*, C-4.

433. ***Skills for Progress.*** (U.S. Department of Labor). (7-9), *F*, C-4.

434. Skinner Series. Skinner, B. F. (The MacMillan Company) ***Beyond Freedom and Dignity,*** 1972. ***Walden Two.*** 1948. (10-up), *P*, B-3, B-4, C-1, C-2, D-1, D-2.

435. ***Sky Pioneers: The Story of Wilbur and Orville Wright.*** (Harcourt, Brace & World, Inc.) 1963. (4-6), *P*, B-2.

436. ***Social Psychology of Education, The.*** Johnson, D. (Holt, Rinehart, and Winston, Inc.) Chapter 3, pages 43-63 "Role Theory, The Role of the Teacher, and Role Conflict." (S), *P*, D-2.

437. ***Sociology of Work, The.*** Caplow, T. (University of Minnesota Press, Minnesota) 1954. (S), *P*, C-1, C-2, D.

438. ***Some Factual Information in Selected Private Vocational Schools.*** (Minnesota Department of Education, Capitol Square Building, St. Paul) 1972. Free on request. (S, 10-up), *P*, C-4, E-3.

439. ***Songs.*** I've Been Working on the Railroad. Whistle While you Work. Hi, Mr. Electrician, Etc. (K-3), ***Songs,*** B-2.

440. ***Songs of the South.*** (Educational Record Sales) (4-6), *T* or *R*, A-2.

441. ***Special Breed, A.*** (Jam Handy) Free rental. 22 min. introductory film which could provide motivation to consider construction and heavy machinery as occupational choices. NVGA rating: excellent. (7-9), *F*, B-2.

442. ***Spotlight on People.*** Bureau of Audiovisual Instruction) (4-6), *F*, A-2, B-2.

443. ***Stores in our Community.*** (Coronet Films) Increases child's understanding of the relationship between stores and families in the community. (K-3), *F*, A-2, B-2.

444. ***Story Community Helpers.*** (R. H. Stone Products) Story — set play figures for role playing. (K-3), ***Play figures,*** A-2, B-2.

445. ***Story of Sports, The.*** Jupo, P. (Dodd, Mead & Company) 1960. From yesterday's school games and exercises to highly developed sports of today. (4-6), *P*, B-4.

446. ***Story of the Trapp Family Singers.*** Trapp, M. A. (Doubleday) (4-6), *P*, A-4.

447. ***Study Prints.*** (Society for Visual Education) Study prints: 8 on School, Friends and Helpers, 4 on A Family at Work and Play, 8 on Neighborhood Friends and Helpers. (K-3), ***Study prints,*** A-2, B-2.

448. ***Studying Human Behavior.*** Lippitt — Fox. (Science Research Associates) (4-6), *O*, A-1, A-2, B-1.

449. ***Suggested Teaching-Learning Approaches for Career Development in the Curriculum.*** Tennyson, W. W. and Klaurens, M. (University of Minnesota) 1968. (S), ***Mimeographed,*** G.

450. ***Teaching Achievement Motivation.*** Alschuler, A., Tabor, D., and McIntyre, J. (Ventures, Inc., Middletown, Connecticut) 1971. (S), *P*, B-1.

451. ***Teaching Children Values.*** (Educational Record Sales) Utilizing problem solving techniques, this record provides children with an understanding of integrity, responsibility and love. (4-6), *R*, A-5, B-1.

452. ***Technology: Master or Slave?*** (Argus Communications) (10-up), *FS* and *R*, G.

453. ***Theories of Career Development.*** (Appleton-Centuy-Crofts) 1968. (S), *P*, G.

454. ***Theory of Work Adjustment.*** Dawis, R. V., Lofquist, L. and Weiss, D. (Bulletin 47, Industrial Relations Center, University of Minnesota) 1968. (S), *P*, C-1, C-2.

455. ***There's Nobody Just Like You.*** (McGraw-Hill Book Company) Color filmstrip on self. (7-9), *FS*, A-1, A-2.

456. ***They Need Me.*** (Educational Reading Service) Makes children aware of emotional and social interdependency between themselves and their family members and friends. (K-3), *FS*, A-1, A-2, B-2.

457. ***Time, Work and Leisure, Of.*** (University of Minnesota) (10-up), *F*, B-4, C-1, D-1.

458. ***Toymaker, The.*** (Wallace Puppet Films) 16 minutes. Puppets through intercultural education become friends and work together. (4-6), *F*, A-2, B-1.

459. ***Today's Changing Roles: An Approach to Non-Sexist Teaching.*** (The National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, Washington, D. C.) 1974. (S), *P*, B-3.

460. ***Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work.*** (Pennsylvania Department of Education, Harrisburg) (S), *P*, C-2, B-3, D-1, D-2.

461. ***Trouble at Work.*** (Guidance Associates) (7-up), *FS* and *R*, F-2, F-3.

462. ***True Book Community Helpers*** (Set), 221-S. (ROA's Films) Set of six. Adopted from the famous "true Books" for use with any social studies text. Captioned art work tells the story of people we rely on every day in terms the primary pupil can relate to experience. Develops an understanding and appreciation of the people of the community. (K-3), *FS* or *S*, A-2, B-2.

463. ***True Book of Money.*** Elkin, B. (Children's Press) (K-3), *P*, B-2.

464. ***Tuned Out Generation, The.*** (Guidance Associates) (7-9), *FS* and *R*, A-1, B-1.

465. ***Turner Career Guidance Series, The.*** Turner, R. H. (Follett Publishing Company) 1967.
   1. ***Changing a Job*** (7-up), *P*, B-5, E-2, F-2.
   2. ***The Friends You Make.*** (7-up), *P*, B-1, B-2.
   3. ***Holding a Job.*** (7-up), *P*, A-5, B-1, C-4, F-2, F-3.
   4. ***Looking for a Job.*** (7-up), *P*, C-4, E-3, F-1.
   5. ***Starting a Job.*** (7-up), *P*, F-1, F-3.
   6. ***Training for a Job.*** (7-up), *P*, C-4, E-3, F-1.
   7. ***Wanting a Job.*** (7-up), *P*, C-4, E-1, E-3, F-1.

466. ***U. S. Army Career and Education Guide, The.*** (S, 10-up), *P, FS, T*, C-4.

467. ***Understand Your Emotions.*** (University of Minnesota) (10-up), *F*, A-1, B-1.

468. ***Understanding Children of Poverty.*** Gottlieb, D. and Ramsey, C. (Science Research Associates, Chicago) 1971. (S, 10-up), *P*, A-2.

469. ***Understanding and Enjoying Music*** (Educational Record Sales) 4 12" 33 1/3 RPM records (with color filmstrips) (4-6), *FS* and *R*, B-2.

470. ***Underground Riches: The Story of Mining.*** Buehr, W. (William Morrow and Company) 1958. (4-6), *P*, B-2.

471. ***Understanding Your Needs.*** Farnsworth, D. L. (Lyons and Carnahan) (4-6), *P*, B-1, C-1.

472. ***Use Your Head, Hildy.*** Justus, M. Book stresses individual responsibility. (4-6), *P*, A-5, B-1, B-2.

473. ***Value Clarification, A Handbook of Practical Strategies for Teachers and Students.*** Simon, S. B., Howe, L. W. and Kirschenbaum, H. (Hort Publishing Company, New York) 1972. Compilation of exercises. (S, 10-up), *P*, A-1, A-2, A-5, B-2, C-1, C-3.

474. ***Values in Action.*** (Ealing Film Loops. Gordon Flesch Company) Nine film loops to stimulate group discussion. (4-6), *F*, C-1.

475. ***Values to Learn.*** Arnspiger, V. O. (Steck-Vaugn Company) 1967. (4-6), *P*, C-1, D.

476. ***Values and Teaching.*** Raths, L., Harmin, M., and Simon, S. (Charles E. Merrill Publishing Company), 1966. (S), *P*, D-1, D-2, G.

477. ***Vocational Behavior: Readings in Theory and Research.*** Zytowski, D. G. (Holt, Rinehart & Winston, Inc.) 1968. (S), *P*, G.

478. ***Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts.*** (Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison) 1975-76. (S), *P*, C-4, E.

479. ***Vocational Decisions.*** (Society for Visual Education, Inc.) Captioned filmstrip on vocational decisions. (7-9), *FS*, C-3.

480. ***Vocational Development: A Framework for Research.*** Super, D. E., et al. (Columbia University, New York) 1957. (S), *P*, G.

481. ***Vocational Education Resource Materials.*** (Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison) Bibliographies of free loan materials in: 1. Agriculture Education, 2. Business Education, 3. Distributive Education, 4. Handicapped and Special Education, 5. Health Occupations Education, 6. Home Economics Education, 7. Research and Development in Vocational Education, 8. Trade and Industrial Education. (S, 10-up), *P*, G.

482. ***Vocational Guidance Library.*** (Guidance Associates) A set of 40 cassette tapes: Your future — in or as an — various occupations. (7-9), *T*, B-2, C-4.

483. ***Vocational Guidance Manuals.*** (Vocational Guidance Manuals) A series of books covering a wide variety of vocational information. (7-9), *P*, C, F.

484. ***Vocational Interviews.*** (Guidance Associates) A library of 40 interviews available in 5-inch reel tapes or in cassettes. Persons interviewed describe nature of work they perform, skills required, rate of advancement, etc. (7-9), *T*, B-2, C-4.

485. ***Vocational Readiness Package, The.*** (Jean Scott or Maureen Rabin, 1215 Lodi Place, Los Angeles) 5-day program, with simulation games and drama. (10-up), *Program*, C-1, C-2, D-1, D-2, E-1.

486. ***Vocations in Agriculture.*** (J. G. Ferguson Publishing Company, 1965. 15 min., 16 mm. film illustrates the broad range of vocational opportunities in agriculture and related fields. (7-9), *F*, B-2, C-4.

487. ***Vocations in Literature: A Booklist.*** Schrank, F., Sanborn, M., and Engels, D. (Research and Guidance Laboratory, University of Wisconsin-Madison) (S, 7-up), *P*, B-2, C-4.

488. ***Wanted, Medical Technologists.*** (Public Affairs Pamphlets) One in a series of Public Affairs Pamphlets. (7-9), *P*, B-2, C-4.

489. ***We All Work.*** (From Five Friends at School Series) (Holt, Rinehart and Winston, Inc.) 1967. Set of 6 filmstrips. In this one filmstrip from the set, children tell what their fathers do to support the family and what their mothers do to maintain the home. (K-3), *FS*, A-1, A-2, B-2.

490. ***We the American Women.*** U.S. Department of Commerce, Bureau of the Census. (U.S. Printing Office, Washington, D. C.) 1973. Statistical profile of women in American society. (S, 10-up), *P*, A-1, A-2.

491. ***We Can Change It!*** Shargel, S., and Kane, I. (Change for Children, 2588 Mission Street, Room 226, San Francisco) 1974. Suggestions, ideas. (S, K-3), *P*, B-1.

492. ***What Employers Want.*** Worthy, J. C. (Science Research Associates, Chicago) (7-up), *P*, C-4, E-3, F-1, F-3.

493. ***What Are Job Families? What Is a Job?*** (From Foundations for Occupational Planning series) (Society for Visual Education) (7-9), *FS* or *S*, B-5, C-4.

494. ***What Could I Be?*** Lifton, W. (Science Research Associates) Introduces the world of work, guides children in viewing occupational fields in terms of their abilities and interests, and helps them see the value of school as preparation for work. (K-6), *Kit* and *P*, C-1, C-3, C-4.

495. ***What to Do About Upset Feelings.*** (Coronet Films) 11 minutes on understanding why you are upset; facing responsibility. (K-3), *F*, B-1.

496. ***What to Do After High School.*** (Science Research Associates, Chicago) 1971. (S, 10-up), *P*, C-1, C-4, D, E-1.

497. ***What Do Fathers Do?*** (Churchill — Wexler) (K-3), *F*, B-2.

498. ***What Do Fathers Do?*** (Edu-Craft, Inc.) (4-6), *FS* or *S*, B-2.

499. ***What Do Fathers Do?*** (Henk Newenhouse, Inc.) Toby learns how his father's earnings buy things his family needs and wants. (K-3), *F*, A-5, B-2.

500. ***What Do You Expect of Others?*** (Guidance Associates) Viewer learns that what you expect from others strongly influences subsequent interactions. (4-6), *FS*, A-4.

501. ***What Do You Like to Do?*** (Society for Visual Education) (4-6), *FS*, C-1, D-1, D-2.

502. ***What Do You Think?*** (Educational Reading Service) Encourages children to think critically about their own values. (K-3), *FS*, C-1.

503. ***What Does An Astronaut Do?*** Wells, R. (Harper and Row, Publishers) 1961. (4-6), *P*, B-2.

504. ***What Does a Civil Engineer Do?*** Wells, R. (Dodd, Mead & Company 1960. (4-6), *P*, B-2.

505. ***What Does a Policeman Do?*** Johnston, J. and Harris, M. (Dodd, Mead & Company) 1959. (4-6), *P*, B-2.

506. ***What Job for Me?*** (McGraw Hill Book Company) (K-3), *P*, B-2.

507. ***What You Should Know Before You Go to Work.*** (Guidance Associates) (7-up), *FS* and *R*, C-3, C-4, F.

508. ***Whatever Became Of.*** (Ace Publishing Co., 1120 Avenue of the Americas, New York, New York) 1970. (7-up), *P*, A-4, B-2.

509. ***Wheels, Paddles and Engines, The Story of Transportation.*** (Educational Reading Service) Cassette tapes. Automobiles, airplanes, trains, boats, jets, and rockets — "How does it work and why?" (4-6), *T*, B-2.

510. ***When I Grow Up.*** Lanski, L. (Lippincott) (K-3), *P*, A-5, B-1, B-2.

511. ***When I Grow Up.*** Mace, K. (Simon & Schuster) (K-3), *P*, A-5, B-1, B-2.

512. ***When I Grow Up.*** (Young Peoples' Records) (4-6), *R*, A-5, B-2.

513. ***When I Grow Up I Want to be Married.*** (Impact, Counseling and Personnel Services Center, University of Michigan) 1972. Profiles for workshop suggested. (S, 7-up), *P*, B-2, C-3, D-1, D-2, E-1.

514. ***Where the Action Is.*** (U.S. Office of Education, Division of Vocational and Technical Education, Washington, D. C.) 1967. (7-up), *F*, G.

515. ***Where Does It Come From*** (Series). (Gordon Flesch Company) Set of four color sound filmstrips (record or tape) tells where we get our lumber, milk, paper, and bread. (K-3), *FS* and *R*, B-3.

516. ***Where Our Daddies Work.*** (Eye Gate Company) (K-3), *FS*, or *S*, B-2.

517. ***Where People Live and Work.*** (Visual Education Consultants) (4-6), *FS* or *S*, B-3.

518. ***Who Am I?*** Fabry, S. (Whitman) (K-3), *P*, A-1.

519. ***Who Are You?*** Lifton, W. M. (Foundations for Occupational Planning, Society for Visual Education) Filmstrip points out differences among people. (4-6), *FS*, A-2.

520. ***Who Are You? What Do You Want to Be?*** (Foundations for Occupational Planning, Society for Visual Education) (7-9), *FS* or *S*, A-1, C-1.

521. ***Who Built the Dam?*** Bate, N. (Charles Scribner's Sons) (4-6), *P*, B-2.

522. ***What Do I Want to Be?*** (Popular Science) (7-9), *FS* or *S*, A-1, C-1.

523. ***Who Do You Think You Are?*** (Guidance Associates) (4-6), ***FS***, A-1.

524. ***Who is Pete?*** (International Film Bureau) 25 minute, 16 mm. film. Shows how a teacher utilizes results of school testing program to determine strengths and weaknesses and help her meet needs of individual students. (7-9), ***F***, B-1, C-1.

525. ***Why Fathers Work.*** (Encyclopedia Britannica) (K-3), ***F***, A-5, B-2.

526. ***Why Do People Work.*** (Visual Education Consultants) (4-6), ***FS*** or ***S***, A-5, B-2.

527. ***Why Work at All?*** (Guidance Associates) (7-up), ***FS*** and ***R***, C-1, D-1, D-2.

528. ***Widening Occupational Roles Kit.*** (Science Research Associates) Explores 400 different occupations — pinpoints the extent and type of education needed to prepare for a particular occupation. (6-up), ***Kit***, ***P*** and ***FS***, B-2, C-4.

529. ***Wisconsin Dells Country.*** (Wisconsin Dells Chamber of Commerce) (4-6), ***F***, B-2.

530. ***Wisconsin Instant Information System for Students and Counselors.*** (WISC) Diener, T. (Wisconsin Department of Public Instruction) A deck of aperture cards containing information on Wisconsin occupations and training schools in microfiche form for use with readers or reader/printers. (7-up, ***O***, C-4, G.

531. ***Wisconsin Occupational Information System.*** Multifaceted information access system. (S, 7-up), ***P***, ***M***, and ***O***, G.

532. ***Women of Destiny.*** (Educational Reading Services) Inspiring stories of brave women who overcame enormous personal obstacles to lead the way for others. 8 cassette tapes. 1. Helen Keller, 2. Clara Barton, 3. Florence Nightingale, 4. Madame Curie, 5. Juliette Lou, 6. Elizabeth Blackwell, 7. Amelia Earhart, 8. Betsy Ross (4-9), ***T***, A-4, B-2.

533. ***Women at Work.*** (Change for Children, 2888 Mission Street, Room 226, San Francisco) 1974. Photos of women in nontraditional jobs. (15 - 8 x 10) Suggestions for classroom use. Brochure. (7-up), ***Photos***, C-2, G.

534. ***Women in Education: Changing Sexist Practices in the Classroom.*** (American Federation of Teachers, Women's Rights Committee, 1012 14th Street, N.W., Washington, D.C.) Booklet (75 pp) of reprints. Resource bibliography. (S), ***P***, B-3, G.

535. ***Women in the Work Force: Development and Field Testing of Curriculum Materials.*** (Available from the Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, 1960. Complete unit (how to). (S), ***P***, G.

536. ***Women and the World of Work: A Career Education Resource Guide.*** (Minnesota Department of Education, Pupil Personnel Section) 1972. Resource bibliography. (S), ***P***, A-1, A-2, B-2, C-1, D-1, D-2, E-1.

537. ***Women's Bureau Employment Facts.*** (U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D. C.) ***Facts on Women Workers of Minority Races.*** 1974. (S, 10-up), ***P***, A-2. Also: ***Women Workers in*** ____ (by state). 1970. Free. Also from Women's Bureau: (free)

- Fully Employed Women Continue to Earn Less than Fully Employed Men of Either White or Minority Races. 1974.
- Functions and Services of the Women's Bureau.
- Highlights of Women's Employment and Education. 1974.
- Most Women Work Because of Economic Need. 1974.
- A Working Woman's Guide to Her Job Rights. 1974.
- Steps to Advance Equal Employment Opportunity for Women.
- Steps to Opening the Skilled Trades to Women. 1974.
- The Myth and the Reality. 1974.
- Twenty Facts on Women Workers. 1974.
- Why Women Work. 1974.
- Women are Underrepresented as Managers and Skilled Craft Workers. 1974.

538. ***Wonder Worker: The Story of Electricity.*** Buehr, W. (William Morrow and Company) 1961. (4-6), ***P***, B-2.

539. ***Wonderful World of Medicine, The.*** Caeder, P. R. (Doubleday & Company, Inc.) (4-6), ***P***, B-2.

540. ***Wonderful World of Work Series.*** (Denoyer-Geppert) Filmstrips deal specifically with the occupations children most often see around the home, pointing out the skills that these workers must acquire to satisfactorily perform their jobs. (K-4), ***FS***, B-2.

541. ***Work in America.*** (Report of a Special Task Force to the Secretary of HEW, MIT Press, Cambridge, Massachusetts) 1972. (S, 10-up), ***P***, E-1, G.

542. ***Workers, The.*** (A Bantam Book jointly with Grossman Publishers) 1972. (10-up), ***P***, C-1, C-2, D-1, D-2.

543. ***Workers Who Build Houses.*** (BFA Education Media) Shows division of labor, specialization, conversion of materials into products, payment of wages, pride of workmanship, cooperation, supervision, quality control, and use of the product by the buyer. (K-3), ***F***, B-2.

544. ***Working Together.*** (Minneapolis Library, St. Paul Library, University of Minnesota) Union History. (10-up), ***F***, G.

545. ***Working in the U. S. Community Series.*** (ROA's Films) Chicago: Transportation Community, 201-8; Detroit: Manufacturing Community, 201-7; New Orleans: Marketing Community, 201-5; San Francisco: Financial Community, 201-6. (K-3), ***FS*** or ***S***, B-2.

546. ***World of Work, The.*** (Educational Systems for Industry) 20 taped cassettes about work environment and on-the-job interpersonal relations, employer expectations, behavior that will help get promotions, etc. (7-up), ***T***, B-3, C-2, C-4, F-2, F-3.

547. ***World of Work, The.*** (Educational Record Sales) A series of recordings to stimulate thinking about career opportunities and provide a convenient approach to the study of occupations. (7-9), ***R***, G.

548. ***World of Work Program.*** Ohio's Career Continuum Program) Includes objectives, activities, sample lessons, etc. (S — of K-6), ***P***, G.

549. ***World of Work Series, A.*** (Contemporary Films, McGraw-Hill Films) Aimed at the potential school dropout and non-college bound student.This series of sound filmstrips covers a variety of entry occupations that require little or no training. (7-9), ***F*** or ***FS***, C-4.

550. ***World of Work Series.*** (Occupational Analysis Field Center, Wisconsin State Employment Service) 1970. An excellent series of booklets on jobs in Wisconsin (examples: beef and dairy raising jobs, fruit and vegetable processing jobs, malt liquor industry jobs.) (7-up), ***P***, C-4.

551. ***You Have to Want Something.*** (Argus Communications) (10-up), ***FS*** and ***R***, D-1, D-2.

552. ***You Today and Tomorrow.*** Katz. (Educational Testing Service, New York) 1959. (7-9), ***P***, C-1, D-1, D-2.

553. ***You and a Vocational-Technical Institute.*** (Minnesota Department of Education, Capitol Square Building, St. Paul) 1972. Free on request. (10-up), ***P***, C-4, E-3, F-3.

554. ***You and Your Attitudes.*** (Association Films, 347 Madison Avenue, New York) 1951. (7-9), ***F***, A-1, B-1.

555. ***You andYour Values.*** (Science Research Associates) (7-9), ***P***, A-1, C-1, D.

556. ***You and Your Pension.*** Nader, R. and Blackwell, K. (Grossman Publishers) 1973. (10-up), ***P***, E-1, F-5.

557. ***You're Growing Up.*** (Scott, Foresman) (7-9), ***P***, A-5.

558. ***Your Abilities.*** Ballard, V. (Science Research Associates) A booklet in Junior Guidance Series. Covers mental, artistic, and physical abilities, ability to make it, build it, or fix it, and ability to get along with others. (7-9), ***P***, A-1, B-1, C-1.

559. ***Your Career Books.*** (Julian Messner) Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges, and growth opportunities. (7-9), ***P***, C-4.

560. ***Your Earning Power.*** (Coronet) (7-9), ***F***, C-1, D.

561. ***Your Job: Finding the Right One.*** (Coronet Films) (7-9), ***FS*** or ***S***, F-1.

562. ***Your Job — Good Work Habits.*** (Coronet) (7-9), ***F***, F-3.

563. ***Your Job Outlook.*** (Popular Science Audio Visuals, Inc.) 1970. Captioned filmstrip presents a point of view from which to consider career choice as it relates to job prospects for the future. (7-9), ***FS***, B-4.

564. ***Your Job Series.*** (Coronet Films) Six films that acquaint potential job seekers with the way to get the right job and keep it. (7-9), ***F***, F-1.

565. ***Your Job and Success: The World of Work Series.*** Bohn and Wool. (REH Publishing Co.) 1968. (7-9), ***P***, C-1.

566. ***Your Job and Your Future. (McGraw-Hill) (7-9),*** ***P***, A-4, B-4, C-1.

567. ***Your Life of Work.*** (Popular Science Audio Visuals, Inc.) Captioned filmstrip emphasizes planning for one's life work through an understanding of work and its economic, emotional, and social importance to the individual. (7-9), ***FS***, C-1, C-3, E.

568. ***Your Occupation — Student.*** (Popular Science Audio Visuals) Captioned filmstrip shows parallel between students and workers. Same qualities are valued by both teachers and employers. (7-9), ***FS***, B-1, C-1.

569. ***Your Personality, the You Others Know.*** (Guidance Associates) Two part sound filmstrip in which peers discuss positive and negative personality traits, relationship between personality and physical appearance, realistic self-improvement goals, working for self discovery. (7-up), ***FS*** and ***R***, A-1, A-2, B-1.

570. ***Your Personality and Your Job.*** Sinick, D. (Science Research Associates, Chicago) 1971. (7-up), ***P***, C-1, C-2, D-1, D-2, E-1.

571. ***Your Search for Self.*** (Popular Science) (7-9), ***FS*** or ***S***, A-1, B-1.

Career Guidance Need Assessment and Evaluation Materials*

The ERIC search and review of documents from university, state and national sources produced relatively few need assessment and career education/guidance evaluation sources. Each of the assessment-evaluation references is identified by title or brief description. A designation is made in parentheses as to the appropriate grade level and for use with staff; the media is designated by an underlined letter. The career education objective to be assessed or evaluated is coded last.

As an aid to identifying materials for assessing career guidance needs and evaluating career guidance programs and activities an index has been prepared. The ***Index to Need Assessment and Evaluation Materials*** contains all the resource numbers appropriate for objectives A-F, by level (K-3, 4-5, 7-9, 10-up and staff) with a notation regarding the format or media (P, F, etc.). Most of the sources are listed in a general resource category (G) because most sources apply to large segments of the model or are informative in an introductory manner. A large number of the references contain implementation materials but they are not cross indexed. The index follows.

INDEX TO NEED ASSESSMENT AND EVALUATION MATERIALS**

A. Self-Awareness Objectives

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B. Social Awareness Objectives

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Staff

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*Developed by Dr. Phil Perrone and Deborah Hoffman, Department of Counseling and Guidance, University of Wisconsin-Madison.

**Nearly all printed material.

C. Self-in-Society Awareness Objectives

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D. Selective Orientation/Values Objectives

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E. Social Planning Objectives

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F. Career Behavior Objectives

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G. General Resources Not Directly Applicable to the Model

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6 16 31 40 43 53

Staff

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5 18 30 40 49 52 64
9 22 31 43 50 58 67
10 23 33

CAREER GUIDANCE NEED ASSESSMENT AND EVALUATION MATERIALS

1. ***A Book About Me.*** Jay, E. S. (Science Research Associates, Inc.) A child's responses to the hundreds of illustrations in this flexible activity book provide many insights for counselors and teachers. (K-3), *P*, A-1.
2. ***Armed Services Vocational Aptitude Battery (ASVAB).*** (Armed Forces Vocational Testing Group, Universal City, Texas) (10-up), *P*, D-2.
3. ***Assessing the Needs of Students in Ten School Districts, Final Report, 1975.*** Navara, J. L. (Missouri State Dept. of Education, Jefferson City, Research Coordinating Unit) State Fair Community College, Sedalia, Missouri, surveyed the needs of students in grades 9-12 in 10 non-urban Missouri school districts. The report reproduces the survey instrument (the Missouri Student Needs Survey) and analyzes the data obtained. (9-up), *P*, G.
4. ***Assessment of Career Development.*** (Houghton-Mifflin) Developed by the American College Testing Program; elicits information to aid counselors in designing effective career guidance programs and assessing outcomes of implemented programs. (S), *P*, G.
5. ***Attitudes Toward Career Education of Key Administrative-Supervisory Personnel in the State of Maryland.*** Jones, O. (Maryland State Dept. of Education, Baltimore Div. of Research, Evaluation, and Information Systems) An investigation of the attitudes of three groups of key administrative-supervisory personnel in the 24 local education agencies of the State of Maryland, the study focused on 108 individuals from central office personnel, 69 principals from area vocational high schools, and 111 principals of comprehensive high schools to determine their perceptions toward the career education concept. A copy of the Career Attitude Scale-Survey Instrument is included. (S), *P*, G.
6. ***Boxscore.*** Feingold, Swerdlof, and Barber. (Chronical Guidance) Criterion-referenced instrument for analysis of class or individual awareness of occupational information and range of knowledge. (Pretest-post-test format) (10-up), *P*, G.
7. ***California Life Goals Evaluation Schedules.*** Hahn, M. E. (Western Psychological Services) Measures 10 Life Goals: Esteem, Profit, Leadership, Independence, etc. (10-up), *P*, D-1.
8. ***Career Development Service.*** (Palmer Publications) 1970. Includes check lists, inventories, etc. (7-9), *P*, G.
9. ***Career Education Materials Analysis Instrument.*** (Social Science Educ. Consortium, Inc., 855 Broadway, Boulder, Colorado) Analysis instrument designed to aid classroom teachers check educational soundness and accuracy of materials. (S), *P*, G.
10. ***Career Education Needs and Assessment. The Administration of Career Education: Module 3, 1975.*** Drier, H. N., Jr., and N. S. Martinez (Eds.) (Available from: Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio) The module is one of a series of eight developed to provide inservice training for administrators of career education programs. (S), *P*, G.
11. ***Career Guidance Needs Assessment Survey: A Career Guidance Instrument Developed under Section 211 of the Appalachian Regional Development Act.*** Clifton, R. (Education Department, Frostburg State College, Frostburg, Maryland) The survey instrument was developed for use with students in grades seven through twelve to determine their career guidance needs. It is an 84-item multiple-choice questionnaire which elicits information on career planning, student interests, self-awareness, and student perceptions of the counselor's role. The authors state that since extensive statistical analyses have not been completed with the instrument, it must be considered experimental and used accordingly. (7-up), *P*, G.
12. ***Career Planning Program.*** Developed by The American College Testing Program. (Houghton-Mifflin) Assesses abilities, interests, and career-related experiences. (7-up), *P*, C-1, C-4, D, E.
13. ***Careers in Depth Series.*** (Guidance Associates) Series of books to help students investigate a wide variety of careers. A self-evaluation test is a part of each book. (7-9), *P*, B, C.
14. ***Career Wise Kit.*** (Random House School and Library Service) Kit includes a library of 92 books, counselor's guide, wall charts, and student profile forms. (7-9), *P*, G.
15. ***Charting Your Job Future.*** Gilles, L. L. (Science Research Associates) Provides self-administered inventories to help students assess their interests, abilities, and personalities and relate them to careers. (7-9), *P*, A-1, C-1.
16. ***Comprehensive Career Education System: System Administrators Component K-12, The.*** (Available from: Educational Properties, Incorporated, P. O. Box DX, Irvine, California) Using the example of a Career Education Model developed by the Orange County, California Consortium, the document provides guidelines for setting up career education programs in

local educational agencies. Included are the Evaluation Design, describing the Consortium's adaptable design in terms of process and product evaluation and Needs Assessment. (S, K-up), *P*, G.

17. ***Dailey Vocational Tests.*** Dailey, J. T. (Houghton-Mifflin) Assessment of potential for training and success in occupations with trade, technical, and business-secretarial fields. (10-up), *P*, D-2.

18. ***Development, Testing and Assessment of a Model for Establishing Perceived Community Needs for Career Education Alternatives.*** Schiff, R. A. (University of Massachusetts) 1974. This dissertation describes the growth, field testing and evaluation of the process and product of a study of current status and perceived needs for career education in a diverse geographic region with limited school and industrial resources.

19. ***Differential Aptitude Tests.*** (The Psychological Corporation) Measures verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, spelling and sentences and relates aptitudes to occupations. May be used with ***DAT Career Planning Program*** (Questionnaire and Report). (7-up), *P*, D-2, E.

20. ***Discovering Yourself.*** Cogsgrove, M. (Science Research Associates, Inc.) Helps develop the concept of self; includes self appraisal charts, quizzes, examples, lists films, readings, group activities and materials for class projects and discussion. (7-9), *P*, A-1.

21. ***Early Childhood Planning in the States: A Handbook for Gathering Data and Assessing Needs.*** Allen, S. V. (Education Commission of the States. Lincoln Tower, 1860 Lincoln St., Denver, Colorado. Report No. 32) 1973. Basic information that should be considered by a state when gathering data necessary to planning for child development programs, with emphasis on the five-year-old and under group, is provided. The Planning Structure, Chapter II of this handbook, discusses why a needs assessment should be conducted, the planning responsibility, and steps that should be taken by the governor or legislature. Chapter III, The Data-Gathering Model, discusses basic needs that should be considered in order to increase the effectiveness of the data-gathering activities, basic information that is available through the 1970 census tapes, other data required (current child care and related services, manpower resources, administrative mechanisms, legal constraints, financial provisions, and other resources), local attitudes and demands, use of the computer, head count vs. sampling techniques, costs. An appendix provides the results of a Survey of State Needs Assessment Activities conducted in Fall 1972. A list of ECS Early Childhood Project publications is provided. (S, K-3), *P, A, B.*

22. ***Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines,*** 1975. Gustafson, R. A. and others. (New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord. Available from D. Richard, A. Gustafson, Keene State College, Keene, New Hampshire) Planning steps and models, sample materials, and reference lists and sources are included throughout. (Counselor and S), *P*, G.

23. ***Evauluation Guidelines.*** (Nevada State Dept. of Education, Carson City) 1973. This practical reference manual is intended for use in the evaluation of learner performance. The guidelines are presented in such a manner so as to make the evaluation process accessible and understandable to everybody involved in educational instruction and administration. A glossary of terminology is included to facilitate this process. The text follows the progression in an evaluation model. The model is designed to depict the necessary steps in evaluation in their proper time sequence. The major steps of the evaluation model include Needs Assessment, Design Program Evaluation, Implementation of Program Evaluation, Measurement of Objective Attainment, and Reporting and Recycling. (S), *P*, G.

24. ***Field Testing a Comprehensive Career Guidance Program, K-12.*** McKinnon, B. E., Jones, G. B. ***(Personnel and Guidance Journal,*** 1975, ***53*** (9), 663-667) This article describes the rationale, developmental framework, needs assessment, and evaluation of the comprehensive career guidance project in Mesa, Arizona.

25. ***Finding Your Orbit.*** Haldman, Hoffman, Moore and Thomas. (Chronicle Guidance Publications, Inc.) 1966. Helps students (6-8) analyze their abilities, interests and aptitudes and use these insights to investigate appropriate occupational and educational opportunities. (7-9), *P*, A-1, C-1, C-4.

26. ***Forer Vocational Survey: Men-Women.*** Forer, B. R. (Western Psychological Services) Structured sentence completion test covering vocational goals, etc. (10-up), *P*, F-2.

27. ***Geist Picture Interest Inventory: Men and Women.*** Geist, H. (Western Psycological Services) Also forms for Spanish-speaking males and deaf males. Used to identify vocational and avocational interests. (7-up), *P*, D.

28. ***Got to Be Me.*** Harmin, M. (Argus) A personal identity and self-awareness program includes cards and workbooks. (4-6), *Program* A-1.

29. ***Guidance Booklets.*** (General Motors Corporation) Materials on careers as craftsmen, draftsmen, mathematicians, engineers, scientists, technicians, office workers, and automotive businessmen. Also materials on self-analysis, planning for college, opportunities for the college graduate, and the future. (7-9), *P*, C-1, C-3, C-4.

30. ***Guide for the Implementation of a Needs Assessment Program.*** Dyrud, P. M. (University of Minnesota) 1974. The study of this dissertation centered on the disparity between the educational system and the needs of the general public. There were four aspects to the purpose of this study: (1) to analyze components of various needs assessment programs; (2) to describe the Roseville needs assessment program specifically through a step by step analysis; (3) to develop a critical analysis of the selected needs assessment programs discussed in the review of the literature; (4) to make recommendations and suggestions for a school district considering a needs assessment program, including a sample flow chart, check list and time line. (S), *P*, G.

31. ***Handbook for the Evaluation of Career Education Programs*** (draft). (Development Associates, Inc., Washington, D. C.) 1974. The main body of this monograph outlines steps which a local school district can follow in conducting an evaluation of its career education effort. A longer term result of following these steps would be the accumulation of information necessary to determine the extent to which the objectives associated with the concept have been achieved; that is, the baseline data for determining whether or not these are individual attributes which should be fostered. (K-up), *P*, G.

32. ***If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.*** Campbell, D. P. (Argus) Responsible decision-making is aided in book by co-author of Strong-Campbell Interest Inventory Test Program and spirit master exercises such as "Occupational map, structure of the World of Work in personal perspective." (4-up), *P*, C-3.

33. ***Implementing Career Education in a Local Education Agency: A Source Book.*** Timmins, W. M. (Utah State Board of Education, Salt Lake City) 1974. The source book was compiled to contain the materials supplemental to a planning guide designed to assist educational leaders at the district level with planning and implementing a program of career education. Illustrations and forms too voluminous to be contained in the guide are organized by steps recommended for planning: (1) conduct needs assessment, (2) define and analyze need for career education, (3) consider alternatives and design career education program, (4) implement career education program, and (5) evaluate and revise as necessary. Among the materials which form the documents are descriptions of model programs, checklists, samples of correspondence, organizational charts, sample objectives, examples of curricular materials, and bibliographies, a job-placement manual, sample student work-experience record forms, information pertaining to child labor laws, and a plan activity diagram illustrate the implementation of a program of career placement. (S), *P*, G.

34. ***Interest Inventory for Elementary Grades.*** Dreese, M. and Mooney, E. Identifies general interests of child in reading, hobbies, school subjects, occupations, etc. (4-6), *P*, C-1.

35. ***Interview Strategies for Career Development: Basic Skills for Life.*** Conley and Wrnick. (Argus) Developing career awareness through readings and use of spirit masters such as Career Survey of Parents, Community Resources Survey, Question outlines, and evaluation sheets. (4-9), *P*, B-2.

36. ***Involving Parents, Students, and Staff in Determining a Needs Assessment of Educational Priorities.*** Mullen, D. J. 1974. The author describes a game that it played by the school administration, faculty, staff, students, and parents in order to improve a school curriculum. The game gives all persons interested in the school an opportunity to "purchase" the kind of education they feel is needed. A player is given 20 play money bills, each in the denomination of $100, and he spends the money according to the amount of educational time and effort he feels should be devoted to a particular area. Choices are made within the nine areas of the 3 R's; social studies; science; work world; the arts; health, P. E.; and safety; making choices; relationship with others; and development of self. Participants are also asked to rank their current school program (for a specific grade level) in each of these nine areas. This publication contains a copy of the game, describes its development, and presents a case study of its implementation in an Atlanta school district. The community public relations and administration and costs of the game are also discussed. (S, 10-up), ***Game***, G.

37. ***Kuder Form E. General Interest Inventory.*** (Science Research Associates) For grades 6-12. Measures individual preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. Directs students' attention to vocational areas in keeping with their interests. (7-up), ***P,*** C-1, D-1, D-2, E-2.

38. ***Living with Others — Citizenship.*** (Educational Record Sales) These recordings permit a youngster to picture himself in a variety of situations so he can learn for himself how to cope with them. (4-6), ***R,*** A-1, B-1.

39. ***Making Sense of Our Lives.*** Harmin, M. (Argus) Values Clarification packets including posters, teacher suggestion sheets, student worksheets, and spirit masters deal with 20 subjects such as "I'd Like to Be . . .," "Friendship," "Leadership and Women," "Action Plan for Life," etc. (7-up), ***P,*** D, E.

40. ***Measures of Occupational Attitudes and Occupational Characteristics.*** Robinson, J. P., Athanasiou, R., and Head, K. B. (Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor) Includes ***job satisfaction*** scales applicable to F-2, ***occupational values*** applicable to D-1, ***vocational interest*** measures appropriate to evaluate C-1 and D-2, as well as others. (10-up), ***P,*** G.

41. ***Measures of Social Psychological Attitudes.*** Robinson, J. P. and Shaver, P. R. (Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor) Includes such ***self-descriptive*** measures as Sherwood's Self-Concept Inventory, Ego Strength Scale, and Self-Description Inventory, applicable to evaluation of A-1; ***values*** measures include Study of Values, Survey of Interpersonal Values, Personal Values Scales, Value Survey, etc.; other evaluative scales may apply to various portions of the model. 1973. (7-up), ***P,*** G.

42. ***Meeting Yourself Halfway.*** Simon, S. (Argus) Program of 31 exercises in self-discovery that lead students to the realization: we are what we do. Values clarification spirit master kit includes interest inventories, a values journal, etc. Also useful for group process and inservice teaching. (S, 7-up), ***P,*** A.

43. ***Mental Measurement Yearbook.*** Buros. Includes wide range of evaluative tools including Project Talent Test Battery (applicable to A-1, C-1, and D-1); Career Maturity Inventory (A-1, C-3, C-4, D, E); New Mexico Career Education Testing Series (C, D, E, F), and many others. (S, K-up), ***P,*** G.

44. ***Minnesota Resource Guides.*** (Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education) Wide variety of original evaluation forms spanning many objectives of the model e.g., Self Evaluation Form, Important Needs of Workers, Vocational Development Inventory) ***P,*** G.
    1. ***A Resource Guide for Career Development in the Junior High School,*** 1972. (7-9)
    2. ***A Resource Guide for Career Development in the Senior High School.*** 1973. (10-up)

45. ***Minnesota Vocational Interest Inventory.*** (The Psychological Corporation) Designed to measure interests in nonprofessional occupations. (10-up), ***P,*** C-1.

46. ***Model Process for Institutional Goals-Setting. A Module of the Needs Assessment Project.*** King, M. C.; and others. (Brevard Community College, Cocoa, Florida) 1973. A goals-setting model for the community/junior college that would interface with the community needs assessment model was developed using as the survey instrument the Institutional Goals Inventory (I.G.I.) developed by the Educational Testing Service. Copies of the inventory may be obtained from the Educational Testing Service, Princeton, New Jersey) (S), ***P,*** G.

47. ***My Bread and Butter Career Book.*** (Houghton Mifflin) Personal log of exploration and discovery in workbook form. (4-6), ***P,*** G.

48. ***My Educational Plans.*** (Science Research Associates, Inc.) Enables student to plan a realistic high school program with the aid of 15 thorough self-appraising inventories. (7-9), ***P,*** C-1, C-3, C-4.

49. ***Needs Analysis Methodology: A Prescriptive Set of Rules and Procedures for Identifying, Defining, and Measuring Needs.*** Coffing, R. T. and Hutchison, T. E., 1974. The paper is designed to help educational decision-makers learn how to get useful information about needs. The authors have tentatively identified a class of problems, the solution to which appears to require the invention of some decision rules and procedures. A set of such rules and procedures called "Needs Analysis Methodology" has been developed. The paper indicates one of the basic concepts and design characteristics of Needs Analysis Methodology at a point in time. It reviews some concepts that have been guiding the developmental effort and describes the general framework or design methodology. References and appendixes extend and illustrate the discussion contained in the body of the paper. (S), ***P,*** G.

50. ***Needs Assessment Guidelines.*** (Ohio State Department of Education, Columbus Division of Research, Planning and Evaluation) 1974. The word "need" is defined as the discrepancy be-

tween what a student knows and what the student should know. Student learning needs are the sole focus of the educational needs assessment procedure outlined. The definition of need should be interpreted to include both the affective and the psychomotor domains as well as the area of student cognitive learning. A recommended needs assessment procedure which can be used to identify and rank needs is also discussed. (S), *P*, G.

51. ***Needs Assessment in Education: A Planning Handbook for Districts.*** Handbook Series on Comprehensive Planning for Local Education Districts. No. 3. (New Jersey State Department of Education, Trenton. Division of Research, Planning, and Evaluation) 1974. The process involves the use of various measurements and activities to obtain the data needed to define the gap between "what is" and "what should be." This handbook reviews four such processes or models for identifying needs. A planning overview explains what comprehensive planning consists of, the sequence of steps in the process, a generic planning model, and why a comprehensive planning process should be instituted in a school district. The overview is followed by a rationale for doing a needs assessment, the steps to begin, and the results that can be anticipated on completion of, a needs assessment. To aid in the selection of a model, the criteria used to choose the models for this handbook are presented, as well as a summary of each model and a matrix of model characteristics. Appendixes contain a list of definitions from each model, a list of questions to help districts evaluate a needs assessment, and one general and four selected short bibliographies. (S), *P*, G.

52. ***Needs Assessment Package.*** (Georgia State Department of Education, Atlanta. Office of Instructional Services) 1974. Georgia's Needs Assessment Package, which has many sample forms, includes a procedure which helps to identify short-range and long-range educational needs. This procedure utilizes community participation which broadens the decision-making base and serves to legitimatize actual decisions. It utilizes the opinions of professional educators, regardless of their role and also utilizes student opinions. Data-gathering and storing activities are organized into a direct relationship with the learning process, providing an accountability record. (S), *P*, G.

53. ***Needs Checklist for Career Education.*** Fadale, L. M. (State University of New York, Ithaca. Cornell Institute for Research and Development in Occupational Education) The purpose of the Needs Checklist for Career Education (NCCE) is to provide a tool to help determine the needs within career education as perceived by middle and secondary students and staff. The checklist has two forms — one for students and one for staff. Each form has three major sections with comparable items for students and staff. Section 1 is devoted to aspects of career information; Section 2 to the self; and Section 3 to the process of decision-making. The forms are designed to tap the perceptions of faculty and of students in terms of identical components within career education, thereby providing a base for comparison by career education personnel. It is hoped that the responses to the checklist will provide: a basis for discussion among staff, administrators, and/or community members; a brief needs assessment of staff and program; a basis for student initiated career-oriented activities; and a preliminary basis for teaching and/or counseling. (7-up), *P*, G.

54. Occupational Guidance Series. (Finney Company) Series of books designed to give vocational assistance to students. Workbooks are included to help them reach personnal career decisions. (7-up), *P*, C-3.

55. ***Occupational View-Deck.*** (Chronical Guidance) (Self-evaluative counseling aid for exploring occupations, interests, education, training, programs, physical capabilities, and desired working conditions. (Keyed to D. O. T. and U. S. Department of Labor data.) (10-up), *O* (cards, manual, checklists, profiles, charts, etc.), C, D, E.

56. ***Ohio Vocational Interest Survey*** (OVIS) (Harcourt, Brace & World, Inc.) Based on 24 interest scales. Profile chart is compared with answers on student questionnaire completed prior to survey, concerning occupational plans, etc. (7-up), *P*, C-1.

57. ***Planning Ahead After 40.*** Hahn, M. E. (Western Psychological Services) Ten self psychoevaluation projects or exercises dealing with values, aptitudes, abilities, interests, goals, etc., for normal, mature adults. Includes ***California Life Goals Evaluation.*** (10-up), *P*, C-1, D, E-2, F-2, F-3.

58. ***Planning in Local School Districts. Project Kansas 76: Concept Paper.*** (Kansas State Department of Education, Topeka) 1973. This paper attempts to clarify the nature of planning and of needs assessment by providing a concrete illustration of their application in a local school district. Needs assessment is only one phase of the planning cycle, which consists of identifying and prioritizing goals and determining needs according to the discrepancy between goals and the degree to which they are being achieved. (S), *P*, G.

59. ***Planning My Future.*** Hill, W. P. (Science Research Associates, Inc.) Contains self-administered tests and inventories to guide students in making preliminary vocational and educational decisions. (7-9), *P*, C-1, C-3.

60. ***Programmed Work Awareness Kits.*** Frost, Ratliff, Taylor. (Chronical Guidance) Sequential program enables development of knowledge of working world. Workbooks, records, puzzles, games, charts, cards, puppets, etc. (K-3), *Program*, B-2.

61. ***School-Based Needs Assessment Procedure.*** Planning Document 1. Rough draft. (Milwaukee Public Schools, Wisconsin) 1972. A procedure for determining the degree to which student performance is meeting expected or desired levels is discussed. Five steps in conducting a needs assessment are listed: (1) a student body profile, relating data already available to the six system-wide goals, is provided for each school; (2) using the student body profile, brainstorming sessions are held to identify local school needs in each goal area; (3) the results of the brainstorming are converted to a questionnaire that asks respondents to indicate the relative importance of each need; (4) a needs assessment committee is established to determine which needs have priority for programming concentration in the coming school year; and (5) the student body profile and the perceptions used to identify the needs are now used to document the importance of the needs chosen for program concentration. (S), *P*, G.

62. ***School Interest Inventory.*** Cottle, W. C. (Houghton-Mifflin) Provides guide for determining student's need for more effective placement in school system or outside work experience; identifies potential drop-outs. (7-up), *P*, C-1, D.

63. ***Sextant Series.*** (Sextant Systems, Inc.) A guidance kit containing 16 illustrated volumes, 16 wall charts, 100 personal profiling forms, 100 plastic profile forms, an occupational cross-index, and an instructional guide. (7-up), *P*, G.

64. ***Staff Development Program for Promoting More Effective Use of Community Resources in Career Education. Section 1: Overview and Management Plan. Local Needs and Attitudes Assessment, and Research Report Summary.*** Norton, R. E. and Martinez, N. S. (Available from: Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio) The publication, Section 1, contains the program contents and management plan, procedures and sample survey forms for conducting a local needs and attitudes assessment. (Community), *P*, G.

65. ***Student Needs Assessment Guide.*** Lewis, J., and others. (Vale School District 15, Oregon) 1974. The Student Needs Assessment Guide provides middle school teachers with an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. (7-9), *P*, G.

66. ***Study of Values.*** Third edition. Allport, V. and Lindzey. (Houghton-Mifflin) Self-administered and self-scored according to indicated preferred response, enables student to plot profile of relative standing on six value scales (10-up), *P*, D.

67. ***Teacher Directed Model for Career Education Implementation.*** Borman, C., and others (Available from center for Career Development and Occupational Preparation. College of Education, Texas A and M University, College Station, Texas) 1975. Intended as workshop guidelines, the model for career education implementation contains six modules which outline the procedure for integrating career education into the instructional process, and describes a multi-media approach to guide administrators through the developmental process. (S), *P*, G.

68. ***Tests: Adjustment, Aptitude, Attitude and Interest.*** (McGraw-Hill) Aptitude, attitude and interest "tests" assist students in self-evaluation in relation to the world of work (7-9), *P*, C-1.

69. ***Unfinished Stories for Use in the Classroom.*** (National Education Association) Used to develop decision-making skills (4-6), *P*, B-1, C-3.

70. ***Vocational Planning Inventory.*** (Science Research Associates) (7-9), *P*, C-1, E-1, E-2.

71. ***What I Like to Do.*** (Science Research Associates) Easy-to-use interest inventory for grades 4-7. Identifies preferences in art, music, social studies, active play, quiet play, manual arts, home arts, and science. (4-6), *P*, A-1, C-1.

72. ***Work Values Inventory.*** Super, D. E. (Houghton-Mifflin 1965. (10-up), *P*, D.

73. ***Your Career.*** (Warp Publishing Company) A workbook in which to record personal data, scholastic records, abilities and aptitudes, interests, personality traits, post-high school plans and aspirations, requirements for vocational fields under consideration, and a budget for post-high education. (7-up), *P*, C-1, C-3, C-4.